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### **ABSTRACT**

This collection presents evaluation reports on 52 Atlanta (Georgia) public schools. Critical questions and key findings are presented for each school in the areas of: (1) general descriptive characteristics, such as enrollment, student mobility, Chapter 1 services, and prior experiences of students; (2) performance-based achievement on Georgia state measures; (3) performance in the Georgia Curriculum-Based Assessment Program; (4) results of the Iowa Tests of Basic Skills; (5) results of school projects; and (6) the progression status of the school in comparison with that of other schools. A descriptive data sheet gives a school profile, and tables (usually about six) present student achievement results. (SLD)

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ED 366 666

### **ATLANTA PUBLIC SCHOOLS**

1992-93

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improveme

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### ADAMSVILLE ELEMENTARY SCHOOL

Research & Evaluation

Final Copy

# ADAMSVILLE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>Adamsville completed its first year as a K - 5 school in 1992-93, having operated as a K - 7 school since 1971. The active enrollment of 509 students reflected the reassignment of approximately 150 sixth and seventh graders to middle school.</li> </ul>
	• Staff/school factors in the 1993 transition year were less stable than previous, as reflected in student stability, mobility and attendance. Compared to 1992, fewer students were stable at the school for seven or more of the nine attendance periods (decrease from 92 to 88 percent); there were more withdrawals or transfers which caused the student mobility index to increase from .23 to .36; the pupil-teacher ratio increased from 22.7 to 24.2; and student attendance decreased slightly from 95.2 to 94.7 percent. Staff attendance of 97.5 showed a slight increase.
	• The percentage of students entering kindergarten with no appreciable formal preschool experience increased from 34 to 44, constituting a sizable group of 45 in a kindergarten class of 102 students.
æ	<ul> <li>Instructional support programs included Schoolwide Chapter I Project, Remedial Education, Program for Exceptional Children, computer-assisted basic skills instruction, and other local projects and services.</li> </ul>

### Critical Ouestions

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# II. Performance-Based Assessment

A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?

B. What was the ending performance of kindergarten students in writing?

-2-

C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

### Findings

- The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.
- The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 98 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (98 percent), Logical/Mathematical (99 percent), Physical (100 percent), Personal (98 percent), and Social (100 percent). A range of 95 to 100 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical
- The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 101 students showed the following number of students in each stage of writing development: Pictographic Writer (3), Scribble Writer (3), Invented Word Writer (4), Copier (17), New Word Writer (5), Phrase/Sentence Writer (38), Simple Story Writer (28) and Intermediate Story Writer (3). The majoricy of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Advanced Story Writers.
- The kindergarten class performed quite well in view of the fact that 44 percent of the students did not have formal preschool experience prior to entering kindergarten.
- Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.

 <u>Critical Questions</u>	Findings
II. Performance-Based Assessment	
 C. What changes took place from pretest to the postest on the whole language Periodic Reading Survey? (continued)	• The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third and fourth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent categories. At the end of the year, 55 percent more second, third, and fourth grade students performed in the Excellent category.
	<ul> <li>The majority of the fifth grade students maintained their performance in the Adequate category for fiction, while three students were in the Excellent category and 15 ended the year in the Needs Improvement category.</li> </ul>
	• The pretest and posttest results for the nonfiction reading selection showed improved performance for fourth graders, with a decrease in the number of students in the Needs Improvement category and an increase in the Excellent category. For fifth graders, four more students performed in the Excellent category and 13 more students ended the year in the Needs Improvement category.



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## Critical Ouestions

### III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

the state goal and/or quality performance in both 1992 and In which content areas and strands did students achieve

A. Grade 3

B. Grade 5

### Findings

- application skills in the Quality Core Curriculum (QCC), emphasizing higher Social Studies in grades 3, 5 and 8. The content area of Health was tested in The Georgia Curriculum-Based Assessment Program measured process and grades 5 and 8. Each content area consisted of strands or subsets of related order thinking skills in Language Arts/Reading, Mathematics, Science and
- provided. The performance level benchmarks for each content area were State The May 1992 and May 1993 testing of the CBA yielded aggregate scores for Goal (adequate and acceptable), and Quality Performance (beyond acceptable the school, system and state and no individual student score reports were and represented excellence in performance)
- For Grade 3, performance in 1992 met or exceeded the State Goal in the conexceeded the State Goal for one of the strands in Science (Life Science); and tent areas of Language Arts/Reading and Mathematics. Performance met or achieved the State Goal in all of the four content areas. The Mathematics two strands in Social Studies (Citizenship and Skills). In 1993, students Probability and Statistics strand was at Quality Performance.
- Language Arts/Reading strand (Literal Comprehension) and one Mathernatics strand (Probability and Statistics). Mathematics achievement improved to the For Grade 5, students achieved the State Goal in Language Arts/Reading and Health in 1992 and 1993. Performance was at Quality Performance for one State Goal performance level in 1993.

J)

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O*	Critical Questions	Findings
IV. Iowa Test. Were there with respec	IV. Iowa Test of Basic Skills (ITBS)  Were there changes in reading/mathematics achievement with respect to the following:	
A. Regula	A. Regular-program students?	Reading and mathematics achievement, as measured on the ITBS, was above the national norm from 1986 to 1992. The percentage of students earning scores at or above the national norm in 1992 increased from 59 to 62 for reading, and from 64 to 66 percent for mathematics.
B. Studen attenda	Students who attended the school for seven or niore attendance periods?	<ul> <li>Total school performance on the ITBS for 1993 increased from 62 to 73 percent for reading and 66 to 76 for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following:</li> </ul>
		<ul> <li>Grade 1 - 90 percent for Reading; 96 percent for Mathematics</li> <li>Grade 2 - 88 percent for Reading; 96 percent for Mathematics</li> <li>Grade 3 - 81 percent for Reading; 81 percent for Mathematics</li> <li>Grade 4 - 59 percent for Reading; 61 percent for Mathematics</li> <li>Grade 5 - 62 percent for Reading; 57 percent for Mathematics</li> </ul>
C. The perce quadrant?	The percentage of students scoring within each quadrant?	<ul> <li>Eighty-eight percent of Adamsville's students remained stable at the school for seven or more of nine attendance periods; that is, 140 or more of 180 days of attendance. With the exception of first grade reading and fourth grade math- ematics, this stable group of students achieved at a higher level than the total group.</li> </ul>
		<ul> <li>The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading and mathematics achievement, as there were more students earning scores in the two highest percentile ranges (51-99).</li> </ul>
	11	12

-5-

V. Project Results  W. Project Results  How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?  A. Chapter 1 - Schoolwide Project  A. Chapter 1 - Schoolwide Project  B. Remedial Education Program (REP)  W. Progression Status  How did the school's progression status compare to that of the system?  A. Chapter 1 - Schoolwide Project  A. Chapter 1 - Schoolwide Project  A. Chapter 1 - Schoolwide Project  The mean NCE gains for Reading: 3 NCE grade 5 decreased for reading: 9 NCE or mathematics.  Systemwide, students in Schoolwide Chapter 1 from 4 to 9 NCE points for reading and 1 to 11 thought did the school's progression status compare to that of the spitem?  W. Progression Status  VI. Progression Status  W. Kindergarten students were assessed on the Gift Development, and other students were assessed on the Gift Development, and other students were assessed on the Gift Development and a promoted.  A range of 98 to 100 percent of the kindergarten students were assessed on the Gift Developmental areas promoted.				
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?  A. Chapter 1 - Schoolwide Project  B. Remedial Education Program (REP)  1. Progression Status  How did the school's progression status compare to that of the system?  1.3		Critical Questions		Findings
ormal Curve Equivalent (NCE) gains et o those of the system for students rect scan sheets?  lwide Project  ion Program (REP)  s progression status compare to that of .	>			
ion Program (REP)  s progression status compare to that of  .		How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students	•	Adamsville implemented a Schoolwide Chapter I Project in which students made the following mean NCE gains from 1992 to 1993:
ion Program (REP) s progression status compare to that of .		identified on the project scan sneets?	•	Grade 2 - 24 NCE gains for Reading; 28 NCE gains for Mathematics Grade 3 - 35 NCE gains for Reading; 21 NCE gains for Mathematics Grade 4 - 6 NCE gains for Reading; 9 NCE gains for Mathematics The mean NCE for grade 5 decreased for reading and remained at the same level for mathematics.
ion Program (REP) s progression status compare to that of .		A. Chapter 1 - Schoolwide Project	•	Systemwide, students in Schoolwide Chapter I Projects made gains ranging from 4 to 9 NCE points for reading and 1 to 11 points for mathematics.
s progression status compare to that of			•	REP students in grades 3 and 4 made gains in reading and mathematics, whereas second and fifth grades did not. Systemwide, students in grades 3 through 5 made gains for reading, and students in grades 2, 4 and 5 improved in mathematics. Second grade reading remained at the same level and third grade mathematics decrease 3 NCE points.
• • • • • • • • • • • • • • • • • • •	>	7. Progression Status		
•		How did the school's progression status compare to that of the system?	•	Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.
		C**	•	A range of 98 to 100 percent of the kindergarten students demonstrated overall capability for the developmental areas on the GKAP, and all were promoted.
				14

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Findings		<ul> <li>The Progression Status Report for 1992-93 showed that 97 percent of Adamsville's students were promoted, 3 percent were administratively placed, and one student was retained. Last year in 91-92, 99 percent were promoted, 1 percent were administratively placed and two students were retained. Systemwide progression status for 1993 showed that 93 percent were promoted, 4 percent were administratively placed and 4 percent of the students were retained.</li> </ul>		
Critical Questions	VI. Progression Status	How did the school's progression status compare to that of the system? (continue)	-7-	

EPP:sm - SR#1 Department of Research and Evaluation August 31, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93

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OB/O6/93 ADAMSVILLE ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

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1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					DIFFERENCE	ENCE	
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	779	699	609	- 160	-23.9	- 135	-21.0
ALL ELEMENTARY	34,420	33.791	31.480	-2,311	æ. •	-2,940	5. C-
STAFF/SCHOOL FACTORS (END OF	JF YEAR)			SCF	SCH00L	ALL ELE	ALL ELEMENTARY
***************************************				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:							
SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	WDANCE PERIODS TENDANCE PERIOC	SC		6 6	12 8	3982	, e
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW NUMBER/PERCENT OF PUPILS NEW MOBILITY INDEX	PUPILS NEW TO S	TO SCHOOL TO APS		158 000 000 000	101	9541 3873 .38	30
3. PUPIL-TEACHER RATIO				24.2		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	DNS			0	•	111	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING				209	<u>§</u>	15734	20
CHAPTER I MATH				209	<u>§</u>	14903	47
READING				22	=	4384	=
REP MATH				57	=	3768	12

6:

### 08/06/93 ADAMSVILLE ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCH001	C. STAFF/SCHOOL FACTORS (END OF YEAR?		SCHOOL	ALL E	ALL ELEMENTARY
		NUMBER	PERCENT	NUMBER	PERCENT
PUPILS	PUPILS IN KINDERGARTEN AND FIRST GRADE:	!	•	!	
ਹੀ ¥	K-GARTEN - APS PRE-SCHOOL	-	-	291	'n
<b>7</b> 9- <b>X</b>	K-GARTEN - HEAD START	ស	ß	389	7
ÿ ¥	K-GARTEN - COMMUNITY PRE-SCHOOL	4	<b>6</b>	2257	42
3	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	7	‡	2391	45
FIR	FIRST GRADE - APS K-GARTEN	62	16	4862	06
FIR	FIRST GRADE - NON-APS K-GARTEN	g	o	481	6
a.	FIRST GRADE - ND K-GARTEN	•	•	09	-
6. PERCENT 1997 199	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		95.0 95.2 94.7		4.46 4.46 4.1.46
7. PERCENT 199 199	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.6 97.0 87.0		97.2 97.4 97.4





# Georgia Kindergarten Assessment Program

Overall	Overall Capability	y.		
Canabilities	Percen	Percentage Receiving "Yes" Rating	iving g	
	School	System	State	
				I. Com
1. Communicative	86	93	36	Ä
			ç	B. 1
II. Logical-Mathematical	66	83	93	S
III. Physical	100	97	96	O.
•				11, 109
IV. Personal	98	94	92	<b>▼</b>
) eises	100	94	83	B
				C)
Total Number Reported	86	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving ng
Key Indicators	School	System	State
I. Communicative			
A. Processes Visual Information	66	93	92
B. Processes Auditory Information	86	92	92
C. Communicates Orally	96	91	35
D. Demonstrates Emergent Literacy	88	06	88
11. Logical-Mathematical			
A. Sorts Sets of Objects	100	06	91
B. Makes Comparisons	86	91	91
C. Knows Numbers 1 to 10	66	93	83
D. Extends Patterns	95	92	83

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standar-lized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- **B. Process Auditory Information** 
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part oral directions
     repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
     demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling

  D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly

  - follows classroom rules treats others and their belongings with respect
- SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower

  - participates in cooperative activities

    B. Carries Out Assigned Tasks
    carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

	END OF KINDERGARIEN - 1993	
ASVILLE	LE ELEMENTARY SCHOOL	

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PAGE

PERCENT	3.0	
NUMBER	6	
	PICTOGRAPHIC WRITER	
	STAGE 1:	

3.0	3.0	0.⁴	16.8	5.0	37.6	27.7	3.0	100.1
ю	ო	•	11	ទ	38	28	ო	101
PICTOGRAPHIC WRITER	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	INTERMEDIATE STORY WRITER	TOTAL NUMBER
<b>:</b> :	<b>%</b>	 რ	<b>.</b> ∵	ក ::	.: <b>9</b>	7:	 œ	
STAGE 1:	STAGE 2:	STAGE 3:	STAGE	STAGE	STAGE	STAGE 7:	STAGE	

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language; allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Copier Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7

**Simple Story Writer** Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** 

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes



R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

PAGE

SCHOOL: ADAMSVILLE ELEMENTARY SCHOOL

	TOTAL		99	99		63	63		97	97			75	75		301	301	
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	LOWER		<u>-</u>	4	- 10	σ	ო	9-	7	=	ဇှ		21	<del>T</del>	9.	58	33	-25
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ADEQUATE	MIDDLE	z	ŧ.	17	8	7	7		24	20	7		25	24	7	78	89	- 10
	~	×	27	<b>54</b>	ဇ္	59	17	- 12	23	<b>5</b> 6	ო		24	24	0	25	73	7
	UPPER	z	81	16	7	81	Ξ	-1	22	25	ო		18	18	0	76	202	9
	ENT	×	2	36	<b>54</b>	21	09	<b>6</b> 6	8	32	7		•	4	0	<del>+</del>	35	<del>*</del>
	EXCELLENT	z	œ	24	9	13	38	25	17	31	<b>=</b>		ო	ო	0	4.1	96	55
			~	8	8	ო	ო	ო	4	4	4		ហ	យ	ຜ			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL			
			PRETEST			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE		PRETEST	POSTIEST	DIFFERENCE			

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

31

10/11/93

# Periodic Reading Surveys

ERIC

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point. responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

-17-

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

-			TOTAL	97	97		727	
PAGE			EMENT	× 4	2	ဗု	15 33	<u>e</u>
			IMPROVEMENT	2 8	50	၉	1.43	2
				,e <del>T</del>	7	0	8 6 7	-
ILTS			LOWER	Z <del>-</del>	7	•	13	-
LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION	ICT 10N	NTE		۲ 0	13	9-	243	<u>n</u>
LANGUAGE PERIODIC READING SURVEY   PERFORMANCE CATEGORY DISTRIBUTION	MATCHED RESULTS FOR NON-FICTION	ADEQUATE	MIDDLE	z <del>2</del>	13	សុ	31	<b>f</b>
E PERIODIC	O RESULTS		æ	4 6 4	27	ო	22 18	•
щ	MATCHE	,	UPPER	z 8	<b>3</b> 6	ო	<b>9</b> 0 0	,
MHOI	HOOL		ENT	, 03 , 4	25	ທ	- · · ·	ס
	ADAMSVILLE ELEMENTARY SCHOOL		EXCELLENT	z <del>C</del>	77	រភ	-40	י
	LE ELEM			4	4	<b>→</b>	សសព	,
	NDAMSVIL.			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL
0/11/93	SCHOOL:			PRETEST	POSTTEST	DIFERENCE	PRETEST POSTTEST	OIL LENEURE

 $\bullet$  at level 3, the pretest is nonfiction and the posttest is fiction. 34

169

20 9

0

28

118 111

30 19

0 3 3

4 t t

8 8 5

### GEORGIA CURRICULUM BASED ASSESSMENT

### School Content Area Summary

GRADE 3

System Name: ATLANTA CITY

System Code: 761

School Name: ADAMSVILLE ELEM

School Code: 2050

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.	Light shad	led area = 5	tate Goal, dark	shaded area	= Quality Perform	nance
Strang	3.E.	100	125	150	175	200	225
LANG ARTS: READING	164 ±2			•	+	territoria Manageria de la comoción	
Literal Comp	171 ±2					200 Maria (1997)	
Infer & Crit Comp	158 ±3			***	•		
Reference & Study	172 ±1	]			+		
<u></u>		M = 198				.P. +146	
MATHEMATICS	171 ±2						
Numbers & Num Rel	172 ±2				•• ••	e pad Markelia Markelia	
Operations & Comp	175 ±2	İ					
Geometry	173 ±1				+		
Meesurement	175 ±2	}					
Prob & Stat	188 ±1					+	
PROBLEM SOLVING	172 ±2	1 .			** **		
·		M = 188			1.=167	8.P.#192	<del></del>
SCIENCE	147 ±2	1		**			
Life Science	166 ±2		•		** **		٠.
Earth Science	155 ±1			+			
Physical Science	141 ±1			• +			
Process Skills	155 ±1			+		* (0.000000 )	
Env/Sci/Tech/Sec	142 ±2			<del> </del>		· 300-800 1971	
	+	H = 193	<del></del>		1.=147	A.P.#142	<del></del>
SOCIAL STUDIES	160 ±2			** **	•		
Communities	162 ±2	1		••	-		
Citizenship	168 ±3				***		
American Heritage	159 ±1	1		+			
Skills	171 ±2						
		<u>  N = 188                                </u>			9.=167	<u>0.7.#192:</u>	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

<sup>† -</sup> the school score



### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: ADAMSVILLE ELEM

School Code: 2050

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded a	irea = State Goal	Dark shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125 150	175	200	225
LANG ARTS: READING	183 ±2				<b>+-</b> - %4.0	
Literal Comp	186 ±2				naje:	
Infer & Crit Comp	180 ±3	ļ		***	•	
Reference & Study	181 ±2	<b>!</b>		***	•	
	<u> </u>	N = 68	<del></del>	S.G.=165	0.F.×194	
MATHEMATICS	183 ±2	1		•	<b>+</b>	
Numbers & Num Rel	181 ±2			•••	• • • • • • • • • • • • • • • • • • •	
Operations & Comp	184 ±2			·	•=	
Geometry	180 ±1			+		
Measurement	180 ±1			•		
Prob & Stat	191 ±1			'	**************************************	
PROBLEM SOLVING	179 ±2			***		
		N = 68		S.G.=167	9.P.#192	
SCIENCE *	166 ±2			**		
Life Science	174 ±2					
Earth Science	168 ±2			**		
Physical Science	151 ±1		•	•		
Process Skills	161 ±1			+		
Env/Sci/Tech/Soc	161 ±2		•	***		
		N = 68		3.6.=167	0.F.×152	
SOCIAL STUDIES	179 ±3			***		
Communities	174 ±2					
Citizenship	184 ±3			·	<del>uniu</del> n 💯	
American Heritage	167 ±2			***		
Skills	177 ±2			•	1.161	
		N = 68		S.9.=167	0.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

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lete: Centent Area scores are scaled separately and are not simple averages of strand scores.



<sup>+ -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

### GEORGIA. **CURRICULUM** BASED **ASSESSMENT**

### School Content Area Summary

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: ADAMSVILLE ELEM

School Code: 2050

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance
Strand	S.E.	100 125 150 175 200 22
LANG ARTS: READING	174 ±3	· · · · · · · · · · · · · · · · · · ·
Literal Comp	196 ±4	s andrew
Infar & Crit Comp	171 ±4	**********
Reference & Study	176 ±2	*****
		N = 73 S.S. \$162 S.F. #197
MATHEMATICS	164 ±2	** **
Numbers & Num Rel	167 ±2	***
Operations & Comp	162 ±2	****
Geometry	166 ±1	ata .
Measurement	168 ±3	******
Prob & Stat	192 ±2	
PROBLEM SOLVING	174 ±2	najar
		M = 73 S.G. =167 G.P. =152
SCIENCE	150 ±2	1000
Life Science	157 ±1	T' alo
Earth Science	159 ±1	T also
Physical Science	158 ±1	T
Process Skills	154 ±2	T
Env/Sci/Tech/Soc	146 ±0	** **
		M = 73 S.B. 9166 B.P. 9193
SOCIAL STUDIES	156 ±1	+
Geog Regions	160 ±2	T *****
Canada Hist/Geog	No report	Strend centains fewer then ten items.
U.S. pre-1791	161 ±1	• •
U.S. 1791-1875	152 ±0	· ·
U.S. 1875-1932	160 ±1	†
U.S. 1932-present	164 ±1	<b>*</b>
Skills	157 ±3	**
	<u></u>	M = 73 S.G. =179 G.P. =198
HEALTH	172 ±2	
Safety	No report	Strand centains fewer than ten items.
Nutrition	169 ±1	
Personal Health	No report	Strand contains fower than ten items.
Substance Abuse	183 ±2	
Growth, Dev & Fam	167 ±1	
	<b>- - - - - - - - - -</b>	+
Mental Health	No report	Strand centains fower than ten items.

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the erees of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

-21-

+ - the school score

- the standard error (S.E.)



### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: ADAMSVILLE ELEM

School Code: 2050

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded	area = State Gos	ni Dark shaded ar	rea = Quality Perform	nance
		100		50 175	200	225
LANG ARTS: READING	182 ±3				njeu	
Literal Comp	203 ±4	1 .			******	
Infer & Crit Comp	178 ±5			*****		
Reference & Study	179 ±1	]			ı	
AAA MAAMAA AAA	<del></del>	N = 81		S.S.=162	Q.F. ×187	
MATHEMATICS	169 ±2		- <del></del>	****		
Numbers & Num Rel	172 ±1	1		l <del>efe</del>		
Operations & Comp	166 ±2	1		**		
Geometry	169 ±1			· • <del>•</del> •		
Measurement	169 ±2	1		***		
Prob & Stet	194 ±2			ı		
PROBLEM SOLVING	177 ±2			***	ł	
	<del> </del>	N = 81		S.G.=167	Q.P.×192	
SCIENCE	156 ±1	_		**		
Life Science	158 ±1			' * <del> </del> *		
Earth Science	157 ±1				•	
Physical Science	165 ±0	1		' <del>†</del>	4 15 1/2	
Process Skills	165 ±2			 ** <del> *</del> *	www. West of the state of the s	
Env/Sci/Tech/Soc	150 ±1		•	• <del> •</del>	7.5	
AAAAA		N = 81		5.6.=168	0.P.×193	
SOCIAL STUDIES	157 ±1	1	_	**	<del></del>	
Geog Regions	164 ±1			' <b>+</b> +	Boar 1	.*
Canada Hist/Geog	134 ±0		t	,		
U.S. pre-1791	164 ±1	1	-	+	W.,	•
U.S. 1791-1875	153 ±1	1		+		
U.S. 1875-1932	159 ±1	1		•		• •
U.S. 1932-present	162 ±1			•	187) 1871	•
Skills	162 ±3			***	get 10	
	<del></del>	N = 81		\$.G.=170	0.P. =195	
HEALTH	175 ±1			+		,,
Sfty/Prs/Mntl Hlth	182 ±1			1	+	
Nutrition	168 ±1	Ī		•		
Substance Abuse	183 ±1			1	+	:*
Growth, Dev & Fem	167 ±0			+		• •
	<u></u>	N = 81		S.G.=170	Q.P.=196	

Taking into account the stendard error (S.E.):

Your school's scores meet or exceed state goal in the ereas of Lenguege Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quelity performance in eny content eree.

Note: Content Area secres are sealed separately and are not simple averages of strand secres.



<sup>† \*</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

ADAMSVILLE ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills (Regular Program Students Tested)

### Reading

	1990 1991	94 81 96 90	68 81	37 55	56 33	46 34	49 55	67 71	61 59	60 54
Number Tested	1993	89	7.1	89	86	79			384	23,856
	Grade	01							School Total	Elem. 1-5 Schools

### Mathematics

		Number Tested		Percent Nation	t At/Aborn	Percent At/Above National Norm(NP=50)	
	Grade	1993	1990	1991	1992	1993	*Diff
	01	69	66	82	66	96	
	02	71	87	88	88	66	
	03	89	58	7	46	81	
	40	86	89	4	70	61	
	90	79	61	51	45	57	
	90		62	29	62		
	07		78	9/	99		
40	School Total	385	74	64	99	94.	õ
<b>&gt;</b>	Elem. 1-5 Schools	23,687	67	09	29	26	e.
				•			

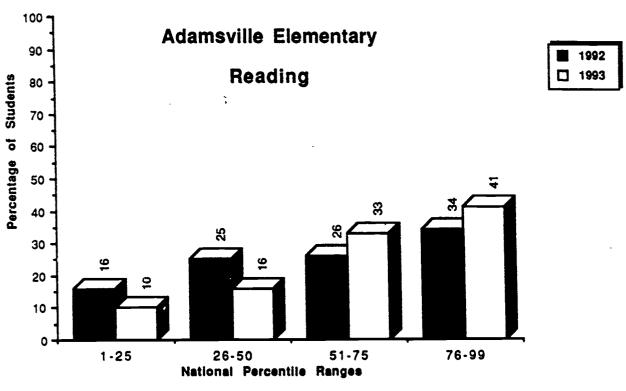
• Difference = 1993 · 1992

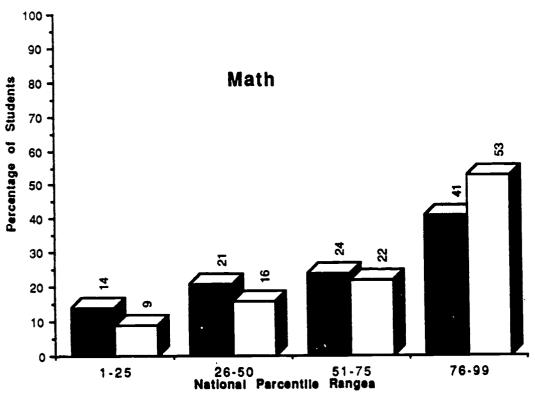
SCHOOL: 41007 ADAMSVILLE ELEMENTARY SCHOOL

MATHEMATICS	
READING	

NUMBER GRADE TESTED 01 58 02 62 03 62 04 93				SC BUTT	PERCEN
	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
			lesien	MA : NOK	
	51	88	29	56	95
03 62	52	84	62	28	<b>76</b>
93	51	82	62	51	82
. 1	26	9	93	26	09
05 74	47	<b>64</b>	74	42	57
SCHOOL TOTAL 349	257	7.4	350	263	75
ELEMENTARY K-5 SCHOOLS 21,280	11,200	53	21, 123	12, 103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Department of Research and Evaluation Deborah Dickson/September 1993

ADAMSVILLE ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Iwo Years\*

School

		Gain	28	21	თ	
	ics	1993	63	52	‡	36
	Mathematics	1992	35 63	34	35	36
			4			
1						
		Gain	24	35	9	9-
	<b>9</b>	1993	34 58	69	<b>4</b>	37
	Reading	1992	34	<b>34</b>	38	43
		z	7	61	48	51
		Grade	O2 SWP	O3 SWP	04 SWP	OS SWP

		Gain	7	Ξ	7	-	6	ო	ហ	∞
	ics	1993	9	47	38	35	37	38	38	42
	Mathemat	1992	39 46	36	39	34	35	35	34	34
			476							
E										
System										
		Gain	6	4	-	ഹ	4	9	9	თ
	<b>a</b>	1993	38	33	35	38	38	42	0	45
	Readin	1992	35 38							
		z	589	574	783	791	738	827	764	889
			MS		SWP		Non SWP		SWP	
		Grade	02 Non SWP	02 SWP	Non SWP	SWP		dAS 1	05 Non	S SWP
		-	18	0	03	03	9	9	05	05

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\* Scores for students in the Program for Exceptional Children are excluded Key: SWP = School Wide Project School(s) NonSWP = NON-School Wide Project School(s)

10/06/93 ADAMSVILLE ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain		2	7	4			Gain	4	ဗ	81	9
atics	1993	76	20	37	3‡		atics	1993	681 39 43	34	37	<b>Q</b>
Mathem	1992	76	29	30	33		Mathen	1992	39	37	35	<b>8</b>
	N 1992 1993	5	ß	21	16			z	681	707	954	866
					•							
						System						
	Gain	េ	34	7	<b>&amp;</b>			Gain		81	•	7
ğ	1992 1993	19	99	<b>∓</b>	35		ung					
Read	1992	99	32	34	₽		Read	1992	36 36	33	32	35
		<b>a</b>						z	857	983	1062	1055
	Grade	05	03	8	02			Grade	05	03	\$	02

+ Scores for students in the Program for Exceptional Children are excluded

8/04/93 ADAMSVILLE ELEMENTARY SCHOOL

1992-93 Progression Status Report

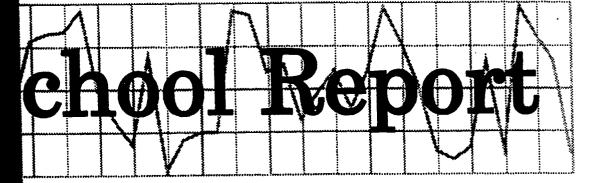
Grades K - 5

z	102	5.478	72	5,489	7.7	4,969	7.4	4.971	101	4.917	83	4,799	509	30,623
Percent		ស	-	7		4		2		7				4
z		294	•	408		185		113	-	83		20	•	1,102
Percent			•	4	9	ß	6	വ	၉	ວ		4	6	•
z			-	202	2	257	7	260	6	227		191	16	1,137
Percent	001	36	97	68	46	16	91	93	16	40	001	96	87	66
z	102	5, 184	70	4.879	72	4,527	67	4,598	86	4,608	83	4,588	492	28,384
	School	System	School	System	School	System	School	System	School	System	School	System	Schoo1	System
Grade	¥		10		05		60		40		05			
	N Percent N Percent N Percent	School 102 100 N Percent N Percent	N         Percent         N         Percent           School         102         100           System         5, 184         95         5.	School         102         100         Percent         N         Percent         N           System         5,184         95         294         5         5.4           School         70         97         1         1         1         1	School         102         100         1         N         Percent         N         Percent         N           System         5,184         95         294         5,4           School         70         97         1         1         1         1           System         4,879         89         202         4         408         7         5,4	School         102         100           System         5,184         95         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         1         5,44         5,44         5,44         5,44         5,44         5,44         5,44         4,879         89         202         4         4,08         7         5,44         5,44           School         72         94         5         6         6         7         5,44	School         102         100           System         5,184         95         1         1         1         1         1         1         1         1         1         1         1         1         1         5,44         5,48         5,48         95         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         5,4         4,5         5,4         4,5         4,5         5,4         4,5         5,4         4,5         5,4         4,5         5,4         4,5         5,4         4,5         5,4         4,5         5,4         4,5         5,4         4,5         5,4         5,4         4,5         5,4         4,5 </td <td>School         102         100           System         5,184         95         1         1         1         1           School         70         97         1         1         1         1           System         4,879         89         202         4         408         7           School         72         94         5         6         6         4           System         4,527         91         7         9           School         67         91         7         9</td> <td>School         102         100           System         5,184         95         1         2         2         2         2         2         4</td> <td>School         102         100           System         5,184         95         1         1         1         1         1         1         5.           School         70         97         1         1         1         1         1         5.           School         72         94         5         6         7         5.           School         72         94         5         6         7         5.           System         4,527         91         257         5         185         4         4.           System         4,598         92         260         5         113         2         4.           School         98         97         3         3         3         4.</td> <td>School         102         N         Percent         N         Percent           System         5,184         95         294         5         5.           School         70         97         1         1         1         1           System         4,879         89         202         4         408         7         5.           School         72         94         5         6         7         5.           System         4,527         91         257         5         185         4         4.           System         4,598         92         260         5         113         2         4.           System         4,608         97         3         3         3         4</td> <td>School         102         100         N         Percent         N         Percent         N           System         5,184         95         1         1         1         1         1         1         1         5,4</td> <td>School         102         100           System         5,184         95         1         1         1         1         1           School         70         97         1         1         1         1         1           School         72         94         5         6         7         9         7           System         4,527         91         257         5         185         4           School         67         91         7         9         113         2           System         4,598         97         3         3         3         2           School         83         94         227         5         82         2           System         4,608         94         227         5         82         2           System         4,588         96         191         4         20</td> <td>School         102         100           System         5,184         95         294         5           School         70         97         1         1         1         1           System         4,879         89         202         4         408         7         5.           School         72         94         5         6         7         40         4.           School         67         91         257         5         185         4         4.           School         67         91         7         9         7         9         4.           System         4,598         97         260         5         113         2         4.           System         4,608         94         227         5         82         2         4.           System         4,588         96         191         4         20         4         4</td>	School         102         100           System         5,184         95         1         1         1         1           School         70         97         1         1         1         1           System         4,879         89         202         4         408         7           School         72         94         5         6         6         4           System         4,527         91         7         9           School         67         91         7         9	School         102         100           System         5,184         95         1         2         2         2         2         2         4	School         102         100           System         5,184         95         1         1         1         1         1         1         5.           School         70         97         1         1         1         1         1         5.           School         72         94         5         6         7         5.           School         72         94         5         6         7         5.           System         4,527         91         257         5         185         4         4.           System         4,598         92         260         5         113         2         4.           School         98         97         3         3         3         4.	School         102         N         Percent         N         Percent           System         5,184         95         294         5         5.           School         70         97         1         1         1         1           System         4,879         89         202         4         408         7         5.           School         72         94         5         6         7         5.           System         4,527         91         257         5         185         4         4.           System         4,598         92         260         5         113         2         4.           System         4,608         97         3         3         3         4	School         102         100         N         Percent         N         Percent         N           System         5,184         95         1         1         1         1         1         1         1         5,4	School         102         100           System         5,184         95         1         1         1         1         1           School         70         97         1         1         1         1         1           School         72         94         5         6         7         9         7           System         4,527         91         257         5         185         4           School         67         91         7         9         113         2           System         4,598         97         3         3         3         2           School         83         94         227         5         82         2           System         4,608         94         227         5         82         2           System         4,588         96         191         4         20	School         102         100           System         5,184         95         294         5           School         70         97         1         1         1         1           System         4,879         89         202         4         408         7         5.           School         72         94         5         6         7         40         4.           School         67         91         257         5         185         4         4.           School         67         91         7         9         7         9         4.           System         4,598         97         260         5         113         2         4.           System         4,608         94         227         5         82         2         4.           System         4,588         96         191         4         20         4         4





### ATLANTA PUBLIC SCHOOLS



1992-93

# ANDERSON PARK ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



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# ANDERSON PARK ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
1. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• In the third year as a K-5 school, Anderson's student enrollment dropped below 300. The school continued to receive a large number of kindergartners and transferred students from other schools in the system (145 students, 51 percent) and from outside the system (33 students, 11 percent).
	• A degree of stability was indicated by the decrease in student mobility (down .62 to .52), more students were on active roll for seven or more attendance periods (up 71 to 84 percent), and the pupil-teacher ratio decreased to a level comparable to that for the system (22.1). Both student attendance of 94 percent and staff attendance of 98 percent remained comparable to the systemwide averages.
	• Less than one-half of the kindergarten class entered school with formal preschool experience (35 percent), resulting in a sizable group of 25 in a class of 38 students who had no formal preschool experience prior to entering kindergarten.
	• All except one of the first grade students attended kindergarten in either system or non-system programs.
	<ul> <li>Programs for instructional support included a Schoolwide Chapter I Project, Remedial Education, Program for Exceptional Children, computer-assisted instruction, and local projects and services.</li> </ul>
<ul> <li>II. Performance-Based Assessment</li> <li>A. Do any of the Georgia Kindergarten</li> <li>Assessment Program (GKAP)</li> <li>capabilities or key indicators suggest</li> <li>a need for attention?</li> </ul>	<ul> <li>The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.</li> </ul>

Critical Questions	Findings
II. Performance-Based Assessment (Continued)	
	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 38 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were Communicative (100 percent), Logical/Mathematical (100 percent), Physical (100 percent), Personal (100 percent), and Social (100 percent). A range of 97 to 100 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 38 students showed the following number of students in each stage of writing development: Pictographic Writer (1), Scribble Writer (2), Invented Word Writer (2), Copier (6), New Word Writer (5), Phrase Sentence Writer (7), Simple Story Writer (15), Intermediate Story Writer (0), and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Intermediate or Advanced Story Writers.
	• The kindergarten class performed quite well in view of the fact that 66 percent of the students did not have formal preschool experience prior to entering kindergarten.
<ul> <li>C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?</li> </ul>	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.
	• For the fiction reading selection, students in grades 2, 4, and 5 improved their performance from Needs Improvement to the Adequate and Excellent categories. The report for third grade showed that only a small percentage of papers were compared from pretest to posttest.
54	• Fourth and fifth grade students demonstrated improved performance from pretest to posttest for the nonfiction reading selection. An additional 39 percent of the students ended the year with Upper Adequate or Excellent performance.

	Critical Questions	Findings
E	Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5, and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items.
		• The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
	A. Grade 3	• For Grade 3, the school's 1992 scores did not meet the State Goal criterion for any content area but the State Goal was achieved for Mathematics in 1993. Performance was at the State Goal level for two of the strands in Language Arts/Reading (Literal Comprehension and Reference and Study Skills); all of the Mathematics strands except Problem Solving; Life Science; and Citizenship and Skills in Social Studies.
	B. Grade 5	• For Grade 5, the school's 1992 scores met or exceeded the State Goal criterion for all of the content areas and the Quality Performance criterion was met for Language Arts/Reading. In 1993, scores met the State Goal level for Language Arts/Reading and Health. Quality Performance was maintained for the Literal Comprehension and Probability and Statistics strands.

	Critical Questions	Findings
₹.	Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	<ul> <li>Reading and Mathematics achievement at Anderson Park remained above the national norm since 1986. For 1991-92, reading achievement was 74 percent at or above the national norm and mathematics achievement was 68 percent.</li> </ul>
		• Total school performance on the ITBS for 1993 decreased from 74 to 58 percent for reading and increased from 68 to 70 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following:
		Grade 1 - 59 percent for Reading; 61 percent for Mathematics Grade 2 - 40 percent for Reading; 80 percent for Mathematics Grade 3 - 53 percent for Reading; 65 percent for Mathematics Grade 4 - 66 percent for Reading; 66 percent for Mathematics Grade 5 - 70 percent for Reading; 78 percent for Mathematics
	B. Students who attended the school for seven or more attendance periods?	• Eighty-four percent of Aderson's students remained stable at the school for seven or more of nine attendance periods; that is, 140 or more of 180 days of attendance. With the exception of third grade reading and mathematics and fourth grade mathematics, this stable group of students earned higher scores than the total group.
	C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading achievement as more students scored in the two lower percentile ranges (1-50) than in the higher ranges. The increase in mathematics achievement showed 12 percent more students in the third percentile range (51-75).

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	Critical Questions	Findings
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Schoolwide Program	<ul> <li>Anderson Park implemented a Schoolwide Chapter I Project in which students made the following NCE gains from 1992 to 1993:</li> </ul>
		Grade 2 - 9 NCE decrease for Reading; 15 NCE gains for Mathematics Grade 3 - 22 NCE gains for Reading; 23 NCE gains for Mathematics Grade 4 - 11 NCE gains for Reading; 11 NCE gains for Mathematics Grade 5 - 13 NCE gains for Reading; 23 NCE gains for Mathematics
-5-		<ul> <li>Systemwide, students in Schoolwide Chapter I projects made gains ranging from 4 to 9 NCE points for reading and 1 to 11 points for mathematics. Achievement gains were greater for schoolwide projects when compared to non-schoolwide project schools.</li> </ul>
	B. Remedial Education Program (REP)	<ul> <li>REP students in grades 3 through 5 made gains for reading and in grades 2 through 5 for mathematics. The gains ranged from 4 to 2.8 NCE points. Second graders decreased from 35 to 27 NCE for reading.</li> </ul>
		<ul> <li>Systemwide, students in grades 3 through 5 made gains for reading, and grades 2, 4, and 5 for mathematics. The gains ranged from 2 to 7 NCE points.</li> </ul>

3 I (	
Critical Questions	Findings
VI. Progression Status	
How did the school's progression status compare to that of the system?	<ul> <li>Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.</li> </ul>
	<ul> <li>All of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and all were promoted.</li> </ul>
	• The Progression Status Report for 1992-93 showed that 99 percent of Anderson's students were promoted, and one percent were retained. Last year in 1991-92, 98 percent were promoted, 1 percent were administratively placed and 1 percent were retained. Systemwide progression status for 1993 showed that 93 percent were promoted, 4 percent were administratively placed and 4 percent of the students were retained.
R&E/EPP.If.jep October 13, 1993	

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.





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08/06/93 ANDERSON PK ELEMENTARY SCHOOL

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# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

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		1890-91	1991-92	1992-93	2 YEARS	2 YEARS PERCENT	3 YEARS	PERCENT
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AL SC	SCHOOL ALL ELEMENTARY	34,420	33,791	31,400	-2,311	9	-2,940	- S
ST	STAFF/SCHOOL FACTORS (END OF	YEAR)			SCHOOL	4 .	ALL ELE	ALL ELEMENTARY
ì	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
•	DIEDTIC ON ACTIVE BOLL						!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	
:	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	NNCE PERIODS NDANCE PERIOD	S		240	88 t 4 0	27498 3982	87 13
6	PUPI	71	SCHOOL		145	5	9541	30
	NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO	APS		68.3	Ξ	3873 .38	12
ы	PUPIL-TEACHER RATIO				22.1		22.2	
4	DUT-DF-SCHOOL SUSPENSIONS	v			0	•	Ξ	0
S.	PUPILS IN PROJECTS:							
	CHAPTER I READING				287	8	15734	20
	CHAPTER I MATH				287	<u>§</u>	14903	47
	REP READING				39	7	4384	7
	REP MATH				36	13	3768	12

07/30/93 ANDERSON PK ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAF	STAFF/SCHOOL FACTORS (END OF YEAR)	505	SCHOOL	ALL EL	ALL ELEMENTARY
1		NUMBER	PERCENT	NUMBER	PERCENT
_	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL		ო	291	ம்.
	K-GARTEN - HEAD START	•	0	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	12	32	2257	43
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	25	99	2391	45
	FIRST GRADE - APS K-GARTEN	04	<b>60</b>	4862	<b>9</b>
	FIRST GRADE - NON-APS K-GARTEN	y	13	184	on
	FIRST GRADE - ND K-GARTEN	•	81	09	-
G	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		9 9 9 8 6 4 6 8 6 8 9 6 9 6 9 9 6 9 9 9 9 9 9 9 9 9		444
<b>.</b>	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		96.8 97.8 80.7		97.2 97.4 4.79

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ý		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	iving g	
	School	System	State	
I. Communicative	100	93	92	
II. Logical-Mathematical	100	93	93	
III. Physical	100	97	96	
IV. Personal	100	94	92	
V. Social	100	. 94		
Total Number Reported	38	5,325	95,915	

Structured Assessment Activities*	nt Activit	ies*	
Capabilities and	Percent "Y	Percentage Receiving "Yes" Rating	eiving ng
Key Indicators	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	100	91	92
D. Demonstrates Emergent Literacy	100	90	88
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	90	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	26	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction retells stories

  - relates experiences
  - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  sequences pictures to tell a story
  makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or
  - writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  Sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - B. Makes Comparisons
    - demonstrates understanding of the concepts of
    - same, fewer, less, more, most, and least\*
      demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

    - uses graphs to make comparisons
       demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  demonstrates understanding of the concepts
  of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  running, walking, hopping, jumping,
  sliding, galloping, leaping, crawling, and
  - rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers

    attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when thorking time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly

  li follows classroom rules
  - treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
- participates in cooperative activities
  B. Carries Out Assigned Tasks
- - carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



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END OF KINDERGARTEN - 1993 PK ELEMENTARY SCHOOL

ANDEI	ANDERSON PK ELEMENTARY SCHOOL	NUMBER S	41014 PERCENT	
STAGE 1:	PICTDGRAPHIC WRITER	-	5.6	
STAGE 2:	SCRIBBLE WRITER	8	5. 3.	
STAGE 3:	INVENTED WORD WRITER	8	8.	
STAGE 4:	COPIER	<b>o</b>	15.8	
STAGE 5:	NEW WORD WRITER	ស	13.2	
STAGE 6:	PHRASE/SENTENCE WRITER	7	18.4	
STAGE 7:	SIMPLE STORY WRITER	51	39.5	
	TOTAL NUMBER	ō		

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLTO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

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# Stages of Writing Development

to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

# Description of Writing Stages

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

age 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.



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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

ANDERSON PK ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		36	36		5	2		7	7		39	33		128	128	
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	UPPER	z	ო	o	9	-	0	+	17	<del>1</del> 3	7	4	9	8	25	28	ო
	ENT	*	0	28	58	0	0	c	15	<b>*</b>	<b>5</b> 6	0	26	26	ហ	47	42
	EXCELLENT	z	0	21	21	0	0	0	ဖ	17	Ξ	0	22	22	9	09	54
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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	- PRETEST	٩	DIFFERENCE			

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, 3, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a spelling, or handwriting. student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Niedle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

ANDERSON PK ELEMENTARY SCHOOL

SCHOOL:

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	TOTAL	;	38	38		Q	9		78	78
ű	IMPROVEMENT	<b>32</b> (	21	<del>1</del> 3	φ	65	<del>-</del>	-52	‡	+3 -3+
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ADEQUATE	MIDDLE	z	7	4	ღ -	4	-	ღ '	Ξ	roφ
	œ	<b>&gt;</b> e	53	37	ω	0	8	æ	7	27 13
1	UPPER	Z	=	7	ო	0	7	7	Ξ	21 10
	ENT	<b>&gt;</b> ¢	2	37	9	0	58	88	õ	47
	EXCELLENT	z	œ	7	9	0	23	23	€	37 29
			4	4	4	ro C	ស	က		
		;	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE		

-17-

32

81

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### GEORGIA CURRICULUM BASED ASSESSMENT

### School Content Area Summary

GRADE 3

System Name: ATLANTA CITY

' System Code: 761

School Name: ANDERSON PARK ELEM

School Code: 3050

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shar	ded area = Si	iate Goal, dark	shaded area :	= Quality Perform	nance
Strand	\$.E.	100_	125	150	175	200	225
LANG ARTS: READING	155 ±3			***			
Literal Comp	167 ±4				****		
Infer & Crit Comp	150 ±5			*****	•		
Reference & Study	164 ±2			, •	<del>- </del>		
		N = 41			.=165 0	P.#156	
MATHEMATICS	159 ±3	·		***			
Numbers & Num Rel	166 ±3				***		
Operations & Comp	168 ±3		·		***		
Geometry	168 ±3				***		
Measurement	167 ±2				**		
Prob & Stat	180 ±2						
PROBLEM SOLVING	159 ±3			***	•		
	<u> </u>	M = 41		<u></u>	1.9167 0	P.#152	
SCIENCE	142 ±2	1		**			
Life Science	161 ±3		-	••••	••		•
Earth Science	150 ±2			***			
Physical Science	140 ±2			***			
Process Skills	154 ±1			•			
Env/Sci/Tech/Sec	136 ±4		****	· 		A. C.	
	<u> </u>	N = 41		<u> </u>	1.=167 <b>A</b>	.P.#152	
SOCIAL STUDIES	147 ±3			***	_	West 144	
Communities	153 ±2			, • <del>• ••</del>		1990.	
Citizenship	156 ±5			*****			
American Heritage	150 ±2			****			
Skills	162 ±3	1		, ****	***	170 page 1 million 110 page 1 million	
	, , ,	M = 41		<b>9</b> .4	3.=167 <b>8</b>	.P. #152	

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any contant area.

Your school's scores do not indicate quality performance in any content area.

### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Neme: ANDERSON PARK ELEM

School Code: 3050

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = S	tate Goal Dark	shaded area	= Quality Perio	Hmance
Strand	<b>S.E.</b>	100	125	150	175	200	225
LANG ARTS: READING	156 ±3			***			
Literal Comp	164 ±4			•	<del></del>		
Infer & Crit Comp	155 ±4	ļ		****	•		
Reference & Study	165 ±2	Ì		•	**		
		M = 35			8.=168	0.P. x158	
MATHEMATICS	164 ±3				···		
Numbers & Num Rel	168 ±3				****	·	
Operations & Comp	173 ±4	1			****		
Geometry	169 ±2	1			****	• • •	
Measurement	173 ±3				, ****	1 ··	
Prob & Stat	184 ±2	1				gan sa pala	
PROBLEM SOLVING	163 ±3		•	••	++++	•	
		N = 35			g. =167	0.P. x152	
SCIENCE *	145 ±2			**			
Life Science	166 ±2			•	**		
Earth Science	157 ±2			***	•		
Physical Science	140 ±1			•			
Process Skills	152 ±2			**		. · · · · ·	•
Env/Sci/Tech/Soc	148 ±4			*****		. :	
		M = 35		<u>.</u>	0.=167	0.P.×192	<del></del>
SOCIAL STUDIES	155 ±3			***		· :	
Communities	156 ±2	1		•••		•	
Citizenship	169 ±4			•	****	× . · ·	
American Heritage	153 ±2	1		***	•		
Skills	169 ±3			•	***		
		N = 35			G.=167	Q.P.#142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

Hote: Centent Area scores are scaler reportably and are not slople averages of strand scores.



<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

### GEORGIA CURRICULUM BASED ASSESSMENT.

### School Content Area Summary

System Hame: ATLANTA CITY

System Code: 761

School Name: ANDERSON PARK ELEM

School Code: 3050

GRADE 5

Dete Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
Strand	J.E.	100 125 150 175 200 225
LANG ARTS: READING	194 ±4	**************************************
Literal Comp	203 ±4	· · · · · · · · · · · · · · · · · · ·
Infer & Crit Comp	201 ±5	
Reference & Study	186 ±2	najer.
		M = 58 S.R.=162 R.F.=187
MATHEMATICS	176 ±3	*** are
Numbers & Num Ral	176 ±2	· · · · · · · · · · · · · · · · · · ·
Operations & Comp	171 ±3	enter '
Geometry	172 ±1	4
Meesurement	168 ±4	· · · · · · · · · · · · · · · · · · ·
Prob & Stat	196 ±2	
PROBLEM SOLVING	180 ±3	
		N = 59 S.G.=167 R.P.=192
SCIENCE	166 ±2	***
Life Science	163 ±1	•
Earth Science	162 ±1	+
Physical Science	166 ±1	+
Process Skills	172 ±3	enters.
Env/Sci/Tech/Soc	148 ±1	+
	1	N = 50 S.G. 2168 0.P. 2193
SOCIAL STUDIES	170 ±2	***
Geog Regions	175 ±2	<b>,</b>
Canada Hist/Geog	No report	Strand centains fewer than ten items.
U.S. pre-1791	166 ±1	**
U.S. 1791-1875	156 ±1	+
U.S. 1875-1932	166 ±1	+
U.S. 1932-present	167 ±1	+
Skills	163 ±3	
	1.00	M = 59 S.S.=176 G.P.=198
HEALTH	183 ±2	······································
Safety	No report	Strend centains fewer than ten items.
Nutrition	175 ±1	+
Personal Health	to report	Strend centains fewer than ten items.
Substance Abuse	135 ±2	<u></u>
Growth, Dev & Fam	170 ±1	
Mental Health	No resert	Strand centains fower than ten items.
HENICA HEGALIN		N = 59 S.S.=170 Q.P.=19E

Teking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the ereas of Language Arts: Reading, Mathematics, Science, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the erea of Language Arts: Reading.

<sup>+ -</sup> the school score

<sup>. .</sup> the standard error (S.E.

### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: ANDERSON PARK ELEM

School Code: 3050

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/	Light shaded	i area = Stat	te Goal Dark	shaded are	a = Quality Perform	ance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	171 ±4				****		
Literal Comp	188 ±4				,	esselves.	
Infer & Crit Comp	162 ±7			******	lorrana		
Reference & Study	177 ±2			1	saiss	12. 24.	
<u> </u>	<u> </u>	N = 50		<b>S.</b> (	B.=162	0.7.=167	
MATHEMATICS	164 ±2				100		
Numbers & Num Rel	169 ±2				****		
Operations & Comp	162 ±2			•••	r  ao		
Geometry	167 ±1			ı	<b>+</b>		
Measurement	169 ±3	}			restere		
Prob & Stat	190 ±3						
PROBLEM SOLVING	173 ±3				embes	· · · · · · · · · · · · · · · · · · ·	
		N = 50		s.	8.=167	0.P.=192	
SCIENCE	155 ±1			+			
Life Science	160 ±1			<b>' +</b>			
Earth Science	156 ±1			+ '	•	,	
Physical Science	164 ±0			•	+	Harry Busha	
Process Skills	164 ±3	1		•	 		
Env/Sci/Tech/Soc	149 ±1			+	ı		٠.
		N = 50		•	G.=168	0.P.*191	
SOCIAL STUDIES	153 ±2			**			:
Geog Regions	163 ±1			•	+	(Maria) i kari Na Wijaka, mari	
Canada Hist/Geog	134 ±0		+		'		
U.S. pre-1791	162 ±1	1	•	•	•		
U.S. 1791-1875	151 ±1			+	•		
U.S. 1875-1932	159 ±1			'			
U.S. 1932-present	161 ±1			· · · · · · · · · · · · · · · · · · ·	•		
Skills	157 ±3			*******			
		N = 50		s.	G.=170	0.P.×19\$	
HEALTH	173 ±2				10 11	Note that the	
Sfty/Prs/Mntl Hlth	178 ±2	1			i aalov		
Nutrition	169 ±1				-,··		
Substance Abuse	183 ±1				i.	<b>-1-</b> 88	
Growth, Dev & Fam	167 ±0				•		
	1	N = 50		•	6.=170	Q.P. =195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

to: Content Area secres are seeled separately and are not slaple everages of strand secres,

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	Number Tested		Perce	ent At/Ak ional Noi	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Ciff
10	46	96	84	75	59	
02	45	683	53	26	0	
03	46	7.4	79	82	53	
<b>*</b> 0	47	51	7.1	64	99	
05	50	8	69	83	70	
90		51				
07		47				
School Total	222	7.1	72	74	58	- 16
Elem. 1-5 Schools	23,856	09	40	54	51	, i
	Mathematics					
	Number Tested		Percer	Percent At/Above National Norm(NP=50)	ove #(NP≈50)	
Grade	1993	1990	1991	1992	1993	*Diff
5	=	93	86	8	6 6	ı
. 70	45	8	82	72	80	
03	34	62	63	82	65	
<b>*</b> 0	47	46	7.1	35	99	
05	50	87	63	7.4	78	
8		46				
70		45				

88

ຕຸ ď

9 26

68 29

73 9

72 67

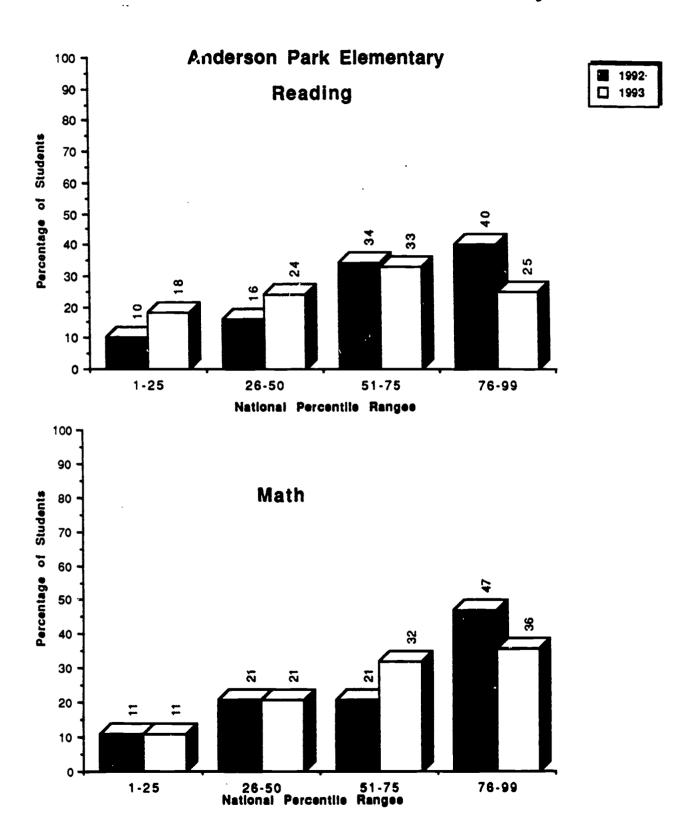
220 23,687

Elem. 1-5 Schools School Total

SCHOOL: 41014 ANDERSON PK ELEMENTARY SCHOOL

		READING		<b>X</b>	MATHEMATICS	c s
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
10	36	23	<b>9</b>	35	22	63
05	<b>Q</b>	16	<b>Q</b>	<b>Q</b>	32	80
03	27	7	52	27	11	63
•	9	27	89	9	56	65
90	42	30	7.1	42	33	4
SCHOOL TOTAL	185	110	59	184	130	1.1
ELEMENTARY K-5 SCHOO	SCHOOLS 21,280	11,200	53	21,123	12,103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

		Gain	15	23	=	23			Gain	7	<del>-</del>	٣	-	8	ო	ល
	rics	1993	20	55	51	62		tics	1993	476 39 46	47	38	35	37	38	38
	Mathematics	1992	10 35 50	32	40	39		Mathematics	1992	39	36	39	34	32	32	34
		z	5	6	=	28			z	476	484	556	444	670	732	747
1							E 0 :	ļ								
							Syst									
		Gain	6	22	Ξ	13			Gatn	6	4	-	ß	<b>4</b>	φ	ø
	Reading	1993	56	49	52	54		Reading	1993	35 38	38	32	38	38	42	0
	Readin	1992	35	27	<b>‡</b>	<b>‡</b>		Readi	1992	32	32	34	33	34	36	<b>8</b>
		z	=	5	13	15			z	589	574	783	191	738	827	764
		Grade	O2 SWP	O3 SWP	O4 SWP	OS SWP			Grade	02 Non SWP	O2 SWP	O3 Non SWP	O3 SWP	04 Non SWP	O4 SWP	O5 Non SWP

93

42

34

828

σ

45

36

883

OE SWP

<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NON-School Wide Project School(s)

ANDERSON PK ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	8	50	16	28				Gain	4	<del>د</del> -
108	1993	50	26	55	65			tics	1993	<b>4</b> 3	34
Mathematics	1992 1993	32	36	39	37			Mathema	1992	39 43	37
	z	,	∞	ო	31				z	681	707
							System				
							Sys				
	Gatn	<b>~</b>	<b>36</b>	13	4				Gatn		a
<b>2</b>	1993	27	49		52			ing	1993	36 36	35
Reading	1992	35 27	23	46	8			Read	1992	36	33
	z	5	œ	4	7				z	857	983
	Grade	0	03	9	90				Grade	00	03

+ Scores for students in the Program for Exceptional Children are excluded



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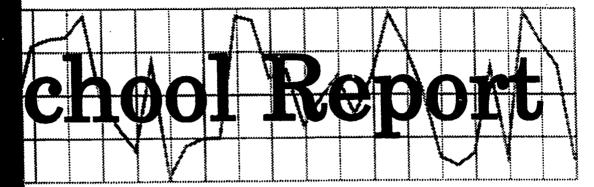
B/04/93 AWDERSON PARK ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

			Promoted	Admin. Placed	aced	Ret	Retained	Total
Grade	•	z	Percent	Z	Percent	z	Percent	z
¥	School	38	100					38
:	System	5, 184	95	•		294	S	5,478
10	School	43	86			-	2	**
	System	4.879	88	202	•	408	7	5,489
03	School	47	86			-	7	48
	System	4,527	16	257	ស	185	•	4,969
03	School	37	0¢					37
	System	4.598	92	260	ហ	113	3	4,971
04	School	47	901					47
	System	4,608	40.	227	ហ	82	7	4.917
05	School	49	86			-	2	50
	System	4,588	96	191	•	20		4,799
	Schoo1	261	66			e	-	264
	System	System 28,384	6	1,137	•	1, 102	•	30,623

### ATLANTA PUBLIC SCHOOLS



1992-93

### ARCHER HIGH SCHOOL

Research & Evaluation

**Final** 



### ERIC Full fact Provided by ERIC

### ARCHER HIGH SCHOOL 1992-93 FINAL SCHOOL REPORT Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement:
	• Continuing decline in active enrollment,
	• High mobility rate,
	• Lower pupil-teacher ratio as compared with the system's ratio,
	• Lower percentage of out-of-school suspensions than occurred systemwide,
	Operation of a Chapter I Schoolwide Project,
	<ul> <li>Slight increase in the pupil attendance rate, which nevertheless was substantially lower than the system's rate in 1992-93,</li> </ul>
	• Continuing increase in the certified staff attendance rate, which was above the system's rate in 1992-93.

<ul> <li>Were there changes in reading/mathematics achievement with respect to the following:</li> <li>A. Regular-program students?</li> <li>B. Students who attended the school for seven or more</li> <li>For regular For regular achievement of the school for seven or more</li> <li>For regular achievement are adjugated and the school for seven or more</li> </ul>	The percentages of the school's students who scored at or above the national
• • •	The percentages of the school's students who scored at on above the national
school for seven or more	The percentages of the school's students who scored at or above the national
Students who attended the school for seven or more	norm on the TAP in 1993 decreased substantially in both reading and mathematics. According to supplementary data (not shown), this was also true when grade 8 data in 1992 were excluded from the calculations.
Students who attended the school for seven or more	The school's percentages of students who scored at or above the national norm on the TAP were substantially lower than the system's percentages in both reading and mathematics.
attendance periods?  or above to slightly or students we students with the students we students we students we students we students with the students we students we students we students we students with the students we students with the students we students we students we students which we students we students we students with the students we students we students with the students we students we students we students with the students we students we students we students with the students we students we students we students with the students we students we students we students with the students we students we students we students with the students we students we students we students we students with the students we students we students we will be students with the students will be students with the s	For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the TAP in reading and mathematics differed slightly or not at all from the percentages obtained when all regular-program students were included in the calculations.
C. The percentage of students scoring within each auadrant?  quadrant?  ranges de	In both reading and mathematics, the percentages of students in the lowest national percentile range (1 - 25) increased, and the percentages in the other ranges decreased.
101	

Critical Questions	Findings
III. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	• The school's students who would have been eligible for Chapter I in a traditional program (percentile rank less than 50) averaged greater NCE gains in reading in grade 9 and in mathematics in grade 10, less gain in grade 10 in reading, and the same loss in grade 9 in mathematics as compared to participants systemwide in schoolwide projects.
B. Remedial Education Program (REP)	The school's participants in the REP reading project averaged greater losses in the related TAP scores than participants systemwide.
	<ul> <li>In mathematics the NCE losses of the school's REP participants were smaller for ninth graders and greater for tenth graders as compared to the system.</li> </ul>
IV. Georgia Basic Skills Tests (GBST)	
How did the school's cumulative results for the classes of 1991 through 1993 compare to those of the system?	<ul> <li>The school's percentage of seniors who completed the GBST requirement prior to graduation increased in 1993, but has been lower than the system's percentage in each of the past three years.</li> </ul>
V. Progression Status	
How did the school's progression status compare to that of the system?	<ul> <li>The school's percentages of students who were promoted to the next grade were less than the system's percentages in grades 9 and 10 and higher than the system's percentages in grades 11 and 12. All students in grade 12 graduated.</li> </ul>
103	104

Critical Questions	Findings
VI. Scholastic Aptitude Tests (SAT)  How did the SAT scores of the seniors compare with the performance of seniors in Georgia and the nation? (Only the latest scores of students are included.)	<ul> <li>Compared with the performance of seniors statewide and nationally, the school's seniors averaged substantially lower scores on both the verbal and mathematics tests of the SAT in 1992.</li> </ul>
VII. Advanced Placement (AP)  A. How does the school's enrollment in each discipline compare to that of the system?	• The school's percentage of students enrolled in AP courses was higher than the system's percentage in social studies and lower than the system's percentage in language arts. No AP courses were offered at the school in either mathematics or science.
B. How does the school's percentage of students enrolled in at least one AP course compare to that of the system's percentage?	<ul> <li>In comparison to the system, the school had a smaller percentage of students enrolled in at least one AP course during 1992-93.</li> </ul>
VIII. Postsecondary Pursuits  How did the school's number and percentage of graduates engaged in postsecondary pursuits compare to those of the system?	<ul> <li>Compared to the system, the school had a substantially lower percentage of graduates who enrolled in postsecondary institutions and a substantially higher percentage of graduates who were employed following graduation.</li> </ul>

-4-



### 1992-93 HIGH SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

### Tests of Achievement and Proficiency (TAP)

The reading and mathematics subtests of the TAP are administered to students in grades 9 and 10. Each student in grade 11 takes one of five TAP subtests on a matrix sampling basis; therefore, no individual student scores are reported for grade 11.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for at least seven or more of the nine attendance periods and are still-on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics is included.

### Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS/TAP scores for two years (i.e., both 1992 and 1993) are included in the analysis.



### Georgia Basic Skills Tests (GBST)

The GBST are criterion-referenced tests which assess competencies in reading, mathematics, and writing. For students who entered grade 9 before July 2, 1991, passing the GBST is one of the requirements for graduating with a regular diploma. The percentages of all seniors who completed the GBST requirement before graduation are reported.

### **Progression Status Report**

Progression at each grade level is reported for two categories, promoted or not promoted, and is determined by the number of credit hours earned by students.

### Scholastic Aptitude Tests (SAT)

The SAT are required for admission to many colleges and other postsecondary institutions. Students may elect to take the tests, which are administered through The College Board, at schedulc times during the year. The SAT report for each high school is based on the latest SAT scores for the seniors of the class of 1992 who chose to take the tests.

### Advanced Placement (AP)

The Advanced Placement (AP) Program, which is sponsored by the College Board, offers high achieving secondary students an opportunity to study college level courses. These AP courses prepare students to take an examination in a special area. If they score high enough on the examination, they can exempt a college course at some colleges and/or receive college credit. Data are provided for the disciplines which are targeted in the Atlanta 2000 goals, specifically language arts, mathematics, science and social studies.

### Postsecondary Pursuits

The graduate follow-up data reflect the number and percentage of graduates reported as being engaged in various postsecondary pursuits as of three to six months after the indicated year of graduation.

LHW:ap R&E 8/12/93



# GENERAL DESCRIPTIVE CHARACTERISTICS

38

A. GRADES (9-12) PRE-K (APS PRE-SCHOOL) B. ACTIVE EMBOLLMENT (END OF YEAR)

ပ

						ENCE	
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	PERCENT 3 YEARS PERCENT	PERCENT
SCHOOL ALL HIGH	600	512 13,505	485 12,630	-27		-115	. 19.2
STAFF/SCHOOL FACTORS (END OF YE	(END OF YEAR)			SCH	SCHOOL		ALL HIGH
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANK LESS THAN SEVEN ATTENDA	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	S		NUMBER 444 41	PERCENT 92	NUMBER 11539 1112	PERCENT
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPIL NUMBER/PERCENT OF PUPIL MOBILITY INDEX	S NEW TO	SCHOOL APS		135 37 86	28 80 80 80 80 80 80 80 80 80 80 80 80 80	2728 1499 .31	22
3. PUPIL-TEACHER RATIO	110	-		18.5°		20.3	
4. OUT-UF-SCHOOL SUSPENSIONS	SPENSIONS			27	9	1025	∞
5. PUPILS IN PROJECTS:	. <b>S</b> :						
CHAPTER I READING	NDING			485	<u>\$</u>	1770	7
CHAPTER I MATH	Ξ			<b>48</b> 28	<u>\$</u>	1581	5
REP READING				82	17.	1171	•
REP MATH				177	36	1106	•
MAGNET ENROLLEES	LEES		•	153	35	3272	26
SECME				8	•	1477	12
BILINGUAL				-	0	302	8





08/06/93 ARCHER HIGH SCHOOL

08/06/93 ARCHER HIGH SCHOOL

	SCH	SCHOOL	ALL	ALL HIGH
	NUMBER	PERCENT	NUMBER	PERCENT
	: : : : : : : : : : : : : : : : : : : :	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1	
PERCENT PUPIL ATTENDANCE:				
16-0661		6.9		0.98
1991-92		73.6		85.7
1992-93		74.2		84.5
PERCENT CERTIFIED STAFF ATTENDANCE:				•
1990-91		4.96		4.76
1991-92		6.96		97.5
1992-93		97.8		97.2
HIGH SCHOOL DECENTED 1991-92		17		15

ARCHER HIGH SCHOOL

Iowa Tests Of Basic Skills And/Or Tests Of Achievement And Proficiency (Regular Program Students Tested)

Reading

Number 1993 1993 1993 1993 1993 87 1993 1993 1993
---

-9-

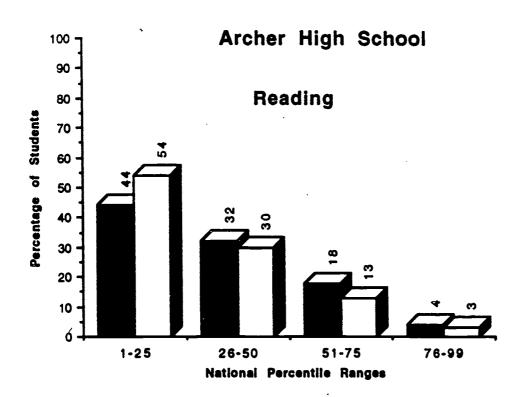
\* Difference = 1993 - 1992

SCHOOL: 23021 ARCHER HIGH SCHOOL

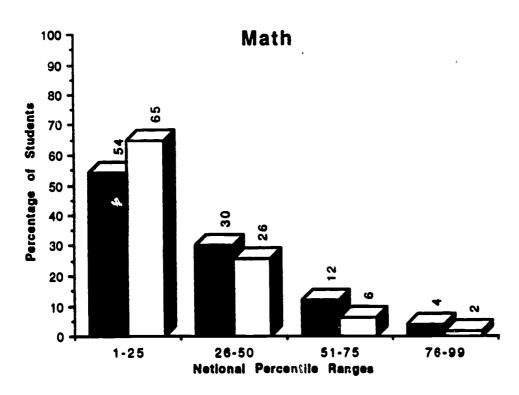
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DORE NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		*	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
00 10	68 68 7	11	17	9 8 4 5	ထထ	e 0
SCHOOL TOTAL	175	27	5	176	16	o
ALL HIGH SCHOOLS	5,606	2, 124	38	5,645	1,989	35

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Department of Research and Evaluation A. Pruett/August 12, 1983



Chapter I Results
Mean NCE Gains
Students with TAP Results for Two Years\*

School

	 Ga 1n		7	4	
tics	1993		21	56	
Mathematics	1992		22 21	22	
	z	l	47	9	
	c	ı	<b>co</b>	8	
	Gatn				
<b>2</b>	1993		20 28	33	
Reading	1992		50	50	
	z		45	27	•
	Grade		dMS 60	10 SWP	

Gain

1993 25 21

1992 24 22

> 335 123 5

Mathematics

7

+ Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)

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Remedial Education Plan (REP) Results
Mean NCE Gains
Students with TAP Results for Two Years\*

School

	Gatn	e-	7			Gain	4-	a
tics	1993	22	23		atics	1993	33	29
Mathema	N 1992 1993	25	27		Mathem	1992	368 37 33	27
	z	48	9			z	368	174
				System				
	Ga in	-14	ဗ			Gain	-2	
t gr	1992 1993	28	31		gui	1993	39 37	35
Read	1992	42	34		9.00 B	1992	38	32
	z	9	2			z	439	175
	Grade	60	5			Grade	60	9

\* Scores for students in the Program for Exceptional Children are excluded

-13-

Archer High School July 1993

GEORGIA BASIC SKILLS TESTS (GBST)
CUMULATIVE RESULTS AS OF END OF SENIOR YEAR
FOR CLASSES OF 1991 THROUGH 1993

	S	Students With GBST Record	GBST Record				:
	Completed R	Completed Requirement	Not Yet Completed Requirement	Yet lequirement	Students Without GBST Record	Without lecord	Total
Year	z	%	z	%	Z	%	Z
School							
1991	94	. 82	14	13	m	m	111
1992	99	98	9	6	m	S	92
1993	94	90	10	10	1	1	105
System							
1991	2,865	94	176	9	19	-	3,060
1992	2,581	95	116	4	14	-	2,711
1993	2,671	94	148		15	-	2,834

<u>Data Base:</u> All seniors (including handicapped) as of June each year

All percentages were rounded to the nearest whole number. Note:



Grades 9 - 12

Total	Z	149	4,201	, 117	2,980	96	2,578	105	2,662	467	12,421
Not Promoted	Percent	48	31	22	17	11	12		4	23	18
9	z	72	1,323	26	506	11	318		101	109	2,248
Promoted	Percent	52	69	78	E 88	68	88	100	96	7.7	88.7
	z	7.7	2,878	2	2,474	<b>8</b>	2,260	105	2,561	358	10, 173
		09 School	System	10 School	System 2,474	11 School	System 2,260	School	System	School	System 10,173
	Grade	60		10		11		12			
									-15	j <b>-</b>	

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# SCHOLASTIC APTITUDE TESTS (SAT) PERFORMANCE OF 1991 AND 1992 COLLEGE BOUND SENIORS

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Full Text Provided by ERIC

## ARCHER HIGH SCHOOL

School	No. 42	Taking the SAT           1991         1992           o.         Percent         No.         Perc           42         48         28         39	he SAT 19 No. 28	992 Percent 39
system	1643	23	1556	ည

			SAT Mea	SAT Mean Scores		
	SAT Verbal	erbal	SAT Mat	SAT Mathematics	SAT	SAT Total
	1991	1992	1991	1992	1991	1992
School	293	285	343	331	636	616
System	350	346	393	395	743	741
State	400	398	444	444	844	842
Nation	422	423	474	476	968	899

MGB:cd June 24, 1993

8/10/93
ARCHER HIGH SCHOOL

近年の存储を発するのであるというは、そのではそのから、それできないではない。 ないしん おかかない はったかくどうてはられても、これのではなるでしていた。 はっしゃ しんかい

% OF SYSTEM ENROLLMENT 5,885 559 559 1,296 3,118 5,885 11,271 24,137 3,323 3,099 6,422 6,857 TOTAL NUMBER STUDENTS ENROLLED 5,470 5,470 SYSTEM 1,246 3,023 21,750 242 242 6,632 2,393 10,901 NON-AP 5,137 2,387 4 15 370 90/ 1,285 317 225 50 95 317 <u>4</u> 579 z ٩ ENROLLMENT IN SELECTED ADVANCED PLACEMENT (AP) COURSES ဖ Ξ **-**-SCHOOL ENROLLMENT % AP ß 28 FIRST AND SECOND SEMESTERS, FY '93 NUMBER STUDENTS ENROLLED 250 250 890 264 357 TOTAL 185 253 ဓ္ဌ ဓ္တ 38 55 68 SCHOOL NON-AP % OF 222 222 833 357 264 55 30 38 175 224 ဓ္တ 49 **58** z 28 57 AP. 5 9 29 ENGLISH III-IV (LANGUAGE AND LITERATURE SURVEY I AND II) ENGLISH I-II (AMERICAN LITERATURE I AND II) DEVELOPMENT OF U.S. DEMOCRACY/MODERN U.S. TOTAL ALL COURSES DISCIPLINE/COURSE SOCIAL STUDIES LANGUAGE ARTS MATHEMATICS TOTAL TOTAL CHEMISTRY TOTAL TOTAL CALCULUS **PHYSICS** BIOLOGY SCIENCE

% AP

17

23

20

57

0

129

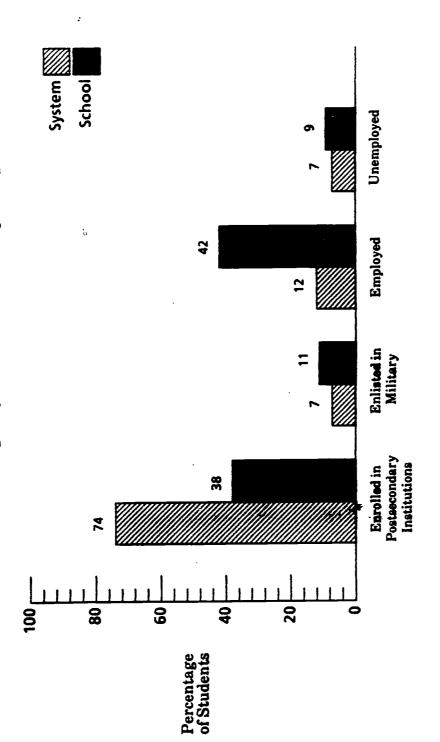
885

25

STUDENTS ENROLLED IN AT LEAST ONE AP COURSE

# Postsecondary Educational and Career Pursuits Atlanta Public Schools Graduates -- Class of 1992

(Percentages by Total Graduates Reporting)

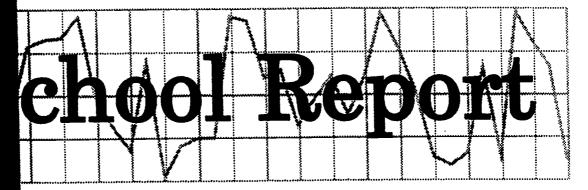


### Class of 1992 Database

		٧.
Percent Responding	66	95
Number Responding	65	2,174
Number Graduating	70	2,279
	School	System

EGL jep Department of Research and Evaluation 7/15/93

### ATLANTA PUBLIC SCHOOLS



1992-93

# BEECHER HILLS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## BEECHER HILLS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The 1992-93 enrollment of 345 students represents a 2.5 percent decline over the previous school year (354 students). The school's enrollment reflects stability comparable to systemwide K - 5 APS elementary schools.
	• Thirty-five percent or 122 students were new to the school. All but 38 students were on active roll for seven or more attendance periods. Moreover, student attendance remained stable and continued to exceed system wide attendance averages. Certified staff attendance was comparable to system averages. There were no out-of-school suspensions during the school year.
	<ul> <li>Pupils were enrolled in instructional support projects in Chapter I reading and mathematics; Remedial Education Program reading and mathematics. There was also an after-school program in which 23 percent or 81 students participated.</li> </ul>
	<ul> <li>Pupils entered kindergarten classes (79 percent) with prior community-based preschool care experience. Eleven or 18 percent of the kindergarten pupils, however, entered with no preschool to 6 months preschool care.</li> </ul>
133	134



ad by ERIC	C Salby ERIC		
		Critical Questions	Findings
	H. P.	Performance-Based Assessment	
	<b>Ä</b>	<ul> <li>Do any of the Georgia Kindergarten Assessment         Program (GKAP) capabilities or key indicators         suggest a need for attention?     </li> </ul>	• A larger percentage of Beecher Hills' pupils received "yes" ratings on the observed and structurally assessed GKAP activities than system and state kindergarteners. Less than 95 percent, however, were rated "yes" on the structured indicators communicates orally, demonstrates emergent literacy, and sorts sets of objectives.
	æ	3. What was the ending performance of kindergarten students in writing?	<ul> <li>Teachers rated students' writing proficiency according to nine APS criteria regarding specific stages of writing development. Ninety seven percent of the students were capable of writing at Stage 5 new word writer and above at the end of the year.</li> </ul>
	0	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	<ul> <li>During the school year, pretests and posttests whole language periodic reading surveys in fiction were administered to students in grades 2 - 5; and nonfiction surveys were administered to fourth and fifth graders.</li> </ul>
			<ul> <li>At each grade level, posttests results showed that increased percentages of students earned scores of "excellent" and "upper adequate." The posttest results of fourth graders on the nonfiction tests showed a decline of 13 percent in the "excellent" category.</li> </ul>
		135	136

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	<ul> <li>The third graders' scores met or exceeded state goal in the content areas of Language Arts: Reading, Mathematics and Social Studies over the two school years. The state goal level was also met in each corresponding strand.</li> </ul>
	The school's scores, however, did not indicate quality performance in any content area during the 1991-92 and 1992-93 school years. The strand "probability statistics" did meet quality performance level both years.
B. Grade 5	• At the fifth grade level, the school's scores met state goal in the areas of Language Arts: Reading, Mathematics and Health over the two years. In addition, the school's scores indicated quality performance in Language Arts: Reading and the corresponding strands and the mathematics strand - "probability statistics" for the two consecutive school years.
137	138

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Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• Regular students' ITBS overall results were a minus one percentage point below that of the preceding school year. This decline was 2 percent less than system results. Negative changes occurred in reading at the third, fourth and fifth grades and at each grade level in mathematics. An exception occurred at the second grade, where an increase of 21 percent of the students achieved N.P. status in 1993 compared to the previous school year.
B. Students who attended the school for seven or more attendance periods?	<ul> <li>The N.P. status for only pupils who attended seven or more attendance periods was better than that of "regular students" in reading and mathematics.</li> <li>The category "regular students" included both students who were on roll seven periods and those who were on roll less than seven periods.</li> </ul>
C. The percentage of students scoring within each quadrant?	<ul> <li>There were minus shifts in the percentages of students scoring within each quadrant in reading. In mathematics, however, there were mostly negative decreases in the percent of students scoring in the third quadrant. The per- centages shifted to the bottom lower quadrant. There was, however, a minor increase in the 76-99 quadrant.</li> </ul>
139	, 140

Critical Questions		Findings
V. Project Results		
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?		
A. Chapter 1 - Traditional Program	•	Beecher Hills staff conducted a non-schoolwide Chapter I Project. Overall, the school's pupils made larger NCE gains than systemwide pupils in reading and mathematics. Exceptions to this trend took place at the second grade level in reading and third grade in mathematics.
B. Remedial Education Program (REP)	•	REP participants' NCE gains in reading were generally larger than system enrollees. The mathematics scores, on the other hand, show declines at each grade except the third grade level.
VI. Progression Status  How did the school's progression status compare to that of the system?	•	School and system promotional trends were comparable. The school's test results and other factors which may have influenced students' performance were also similar to schoolwide findings and trends.
EGL:sm - SR#4		

EGL:sm - SR#4
Department of Research and Evaluation
October 26, 1993



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



GENERAL DESCRIPTIVE CHARACTERISTICS

08/06/93 BEECHER HILLS ELEMENTARY

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

ပ

DIFFERENCE

		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
			1	1 1 1 1 1 1 1				
SCE	SCHOOL	370	354	345	6-	-2.5	-25	-6.8
ALL	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3
STA	STAFF/SCHOOL FACTORS (END OF	YEAR)			SCHOOL	700	ALL ELEMENTARY	MENTARY
!	1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2				NUMBER	NUMBER PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS WDANCE PERIOD	ý		307	89	27498	87
6	PUPIL TRANSFERS:							
;	NUMBER/PERCENT OF PU	2	SCHOOL		87	25	9541	30
	NUMBER/PERCENT OF PUPILS NEW	2	APS		32	5	3873	12
	MOBILITY INDEX				. 29		<b>38</b>	
<u>ښ</u>	PUPIL-TEACHER RATIO				21.6		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	v			0	0	=	0
ĸ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				73	21	15734	20
	CHAPTER I MATH				37	=	14903	47
	REP READING				26	<del>1</del>	4384	7
	REP MATH				<b>±</b>	•	3768	12
	AFTER-SCHOOL PGM. FOR	R SCHOOL-AGE CHILDREN	CHILDREN		8	23	2028	g

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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

c. ST	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY
i		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	! ! !	; ; ;	1 1 1 1
	K-GARTEN - APS PRE-SCHOOL	-	a	291	ຜ
	K-GARTEN - HEAD START	-	a	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	4	79	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	=	<b>#</b>	2391	45
	FIRST GRADE - APS K-GARTEN	52	32	4862	06
	FIRST GRADE - NON-APS K-GARTEN	e	ល	481	G
	FIRST GRADE - NO K-GARTEN	o	o	09	-
ø.	PERC		, 1		d
	1990-91 1991-92 1992-93		95.7 95.7		4.40 4.40 4.5.40
7	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		96.9 95.0 96.0		97.2 97.4 97.4

### Georgia Kindergarten Assessment Program 1993

Overall Capability	iving g	State		93	96	85	88	95,915
	Percentage Receiving "Yes" Rating	System	93	93	26	94	94	5,325
	Percer "	School	95	95	86	94	<b>86</b>	64
Overall	Capabilities	•	1. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	v. Social	Total Number Reported

-10-

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 18
Ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	26	83	92
B. Processes Auditory Information	95	92	92
C. Communicates Orally	94	91	92
D. Demonstrates Emergent Literacy	94	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	94	06	16
B. Makes Comparisons	92	16	16
C. Knows Numbers 1 to 10	95	93	93
D. Extends Patterns	26	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104 7/12/93

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  recalls auditory sequences of letters, words\*, numbers\*, and rhythmic petterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print
    identifies the main idea of a picture
    sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
    writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - B. Makes Comparisons
    - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*

      demonstrates understanding of the concepts of
    - longer, longest, shorter, shortest, same length
    - uses graphs to make comparisons
    - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
   attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks carries out tasks to completion that are assigned by the teacher
- Skille Assessed with Structured Assessment Activities.



R&E/CV:aap/jep - #7728-126

A T L A N T A P U B L I C S C H O O L S
STAGE OF WRITING DEVELOPMENT\*
END OF KINDERGARTEN - 1993
BEECHER HILLS ELEMENTARY 410

41042

		NUMBER	PERCENT
STAGE 1:	PICTOGRAPHIC WRITER	7	3.1
STAGE 5:	NEW WORD WRITER	6	7.7
STAGE 6:	PHRASE/SENTENCE WRITER	<b>*</b>	53.1
STAGE 7:	STAGE 7: SIMPLE STORY WRITER	17	26.6
STAGE 8:	INTERMEDIATE STORY WRITER	۵.	3.1
	TOTAL NUMBER	9	100.0

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\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE



# Stages of Writing Development

to make judgments about the child's written language fluency, imaginative thinking and knowledge of Tetter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

# Description of Writing Stages

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

155

R&E:jep 8/16/93 #441-107



PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

BEECHER HILLS ELEMENTARY SCHOOL:

	TOTAL		38	38		17	17		53	53			46	<b>4</b> 6		154	154	
u		×	œ	0	80	24	59	ß	28	8	-26		50	თ	=	50	9	-14
011	IMPROVEMENT	z	ო	0	<b>ب</b>	4	D.	-	15	-	<del>*</del> -		O	4	ហ	31	9	-21
ı	. ~		48	S	-13	24	5	-12	17	œ	<b>თ</b>	3	13	<del>1</del> 3	0	17	თ	89
,	LOWER	z	7	8	-5	4	8	7	o	4	សុ		9	9	0	<b>5</b> 6	<b>*</b>	-12
TE			56	34	80	 58	59	0	56	32	9		37	32	ç	30	88	ო
ADEQUATE	MIDDLE	z	<b>9</b>	13	ო	ល	ß	0	4	17	ო		17	16	7	46	5	ß
; ;	2		47	35	- 15	24	24	0	21	<b>5</b> 6	ស		28	33	ດ	30	29	T
	UPPER		8	12	9-	4	4	0	=	7	ო		13	15	8	46	<b>4</b>	1
!	ENT	>4	0	53	53	0	9	9	80	32	<b>54</b>		8	=	თ	c	25	16
	EXCELLENT	z	0	=	Ξ	0	-	<del>-</del>	4	17	<del>1</del> 3		-	ល	<b>→</b>	L.C	36	58
			7	~	8	m	m	ო	•	4	4		ស	ľ	ın			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL			
			PRETEST			PRETEST	POSTTEST	DIFFERENCE	PRETEST				PRETEST	POSTIEST	DIFFERENCE			

157

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

FRIC

### ERIC \*\* \*Full Text Provided by ERIC

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

-15-

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest. The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement

K&E:ap 10/5/93

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

BEECHER HILLS ELEMENTARY

TOTAL MEEDS
IMPROVEMENT
N %
A 17
O -17 25 7 -18 -12 o 15 ± 00 € × = 4 0 13 27 18 -9 LOWER ည် စ စ 6 - 4 284 \* 30 **4** 25 28 27 -1 **ADEQUATE** MIDDLE Z 9 - -5 2 7 5 = 3 × - 4 8 8 8 8 15 39 24 UPPER z ~ = ~ 26 16 16 7 5 8 **5 ₹** 4 6 4 EXCELLENT ∞ <del>+</del> 6 - 1- 9 ខាលខា LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE

23

67

44

161

160

+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

### **School Content Area Summary**

GRADE 3

System Name: ATLANTA CITY

System Code: 761

School Name: BEECHER HILLS ELEM

School Code: 3051

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ided area = S	tate Goal, dart	shaded area :	= Quality Perfo	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	174 ±3				•=={•••		
Literal Comp	183 ±3				; ****	•	
Infer & Crit Comp	168 ±4				······································		
Reference & Study	176 ±2				, eelaa		
		H = 63		s.	G. #16E .	P.#156	
MATHEMATICS	180 ±2				**		
Numbers & Num Rel	182 ±2						
Operations & Comp	181 ±2				•		
Geometry	173 ±2				***		
Measurement	180 ±2			•		w	
Prob & Stat	193 ±1				•	4.	
PROBLEM SOLVING	179 ±2				***	•	
	<del>                                      </del>	M = 63		s.	g. #167 g	P.#152	<del> </del>
SCIENCE	156 ±2	į	•	**		tarter in Se	
Life Science	169 ±2	İ					
Earth Science	160 ±2	į		•••	•		
Physical Science	145 ±1			+			
Process Skills	158 ±1		•	+			
Env/Sci/Tech/Soc	151 ±3	ļ		****			
		<u> </u>		<u></u>	g.=167 g	P.#152	<del></del>
SOCIAL STUDIES	169 ±2				**	No. 1 No. 1867 in 1	
Communities	166 ±2	-			**	No training	
Citizenship	182 ±3				***		
American Heritage	164 ±2					<b>₹</b> `.	
Skills	177 ±2				** **	:-	
	<u> </u>	M = 43			8.=167 8	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the arees of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

162

† • the school score

- - the standard error (S.E.:

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BEECHER HILLS ELEM

School Code: 3051

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = S	tate Goal Dark	shaded area	a = Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	176 ±3				710/411		
Literal Comp	183 ±4				•	****	
Infer & Crit Comp	171 ±4	1			****		
Reference & Study	177 ±2				*		
		N = 49			.=16E	Q.F.=198	
MATHEMATICS	178 ±2						
Numbers & Num Rel	177 ±2				•••		
Operations & Comp	183 ±2				,	jes	
Geometry	174 ±2				·	· .	
Measurement	178 ±2				, 		
Prob & Stat	190 ±1	ł		•	,	ufa.	
PROBLEM SOLVING	180 ±2				••	• .	
		N = 49		S.6	. #167 ·	Q.P. x192	
SCIENCE *	153 ±2			***			
Life Science	169 ±1			'	+		
Earth Science	159 ±2			10400	•		
Physical Science	145 ±2			**		Service of Service	
Process Skills	157 ±1	İ		, ++			
Env/Sci/Tech/Soc	152 ±3	ì		***			
		N = 58			1.=167	9.P.×192	
SOCIAL STUDIES	164 ±3			•			
Communities	163 ±2				1 <del> </del> 00		
Citizenship	170 ±3				, ************************************	1.81 p. 1879)	
American Heritage	163 ±2	1			, <del> </del>		
Skills	169 ±3				, ************************************		
		N = 50		• .	3.=167	Q.F.*192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are seeled separately and are not simple everages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

### School Content Area Summary

GRADE 5

System Name: ATLANTA CITY

System Code: 761

School Name: BEECHER HILLS ELEM

School Code: 3051

Bata Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal		
LANG ARTS: READING	197 ±4	100 125 150	0 175	200 225
Literal Comp	215 ±4			and of the same
	1			****
Infer & Crit Comp	202 ±4			-
Reference & Study	187 ±2	M = 44	<b>A A</b> . <del>-</del>	arjer
MATHEMATICS	172 ±2	N = 66	S.G. =162	8.F.#187
Numbers & Num Rel	172 ±2		**	
Operations & Comp	169 ±2	1	•	•
Geometry	167 ±2		<del> </del>	•
Measurement	16/ ±1 176 ±3		+	
Prob & Stat	176 ±3	1	***	•••
Prob & Stat PROBLEM SOLVING				enfect.
LUAREM SAFATUR	184 ±3	M = 46		**************************************
SCIENCE	161 ±2		<u> </u>	H.F.F147
Life Science	161 ±2		**	
Earth Science	161 ±1 162 ±1	1	+	10 mm (10 mm)
Physical Science	162 ±1 163 ±1		<b>++</b>	$\frac{\epsilon_{n,n}}{2}$ $\epsilon_{n,n}$
Physical Science Process Skills	163 ±1 168 ±2		<b>+</b>	$\lim_{n\to\infty} \mathbb{R}^n = \mathbb{R}^n$
Process Skills Env/Sci/Tech/Soc	168 ±2		•	
7114\ 361\ 16CU\ 30C	170 EU	N = 46		• • •••
SOCIAL STUDIES	159 ±1		9.8.#16 <u>8</u>	A.P.+153
Geog Regions	162 ±2		***	
Geog Regions Canada Hist/Geog	162 12 No report	Strand amendment from the control of	**	
Canada Hist/Geog U.S. pre-1791	He report	Strand contains fewer than ten items.		
U.S. pre-1791 U.S. 1791-1875	164 ±1 153 ±0		<b>, +</b>	
			†	
U.S. 1875-1932	162 ±1		4	
U.S. 1932-present	162 ±1		4*	x.
Skills	165 ±3	M = 44	*** <del> ***</del>	
HEALTH	178 ±2	M * 66	<u>\$.0.2176</u> 	- Exp. F135
HEALTH Safety	He resert	Strong contains fower than ten items.		<del>ग</del>
Safety Nutrition	171 ±1			•
	171 ±1	Strand contains fower than ten items.	+	
Personal Health		THE THE TOTAL TOTAL THE TOTAL		
Substance Abuse	189 ±2	{		refer
Growth, Dev & Fam	167 ±1	Strand contains fower than ten itams.	• <del>†•</del>	
Mental Health				A 9 -1
		N = 66	5.8.= <u>176</u>	<b>0.7.=195</b>

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

+ . the school score



<sup>\*\*\* -</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BEECHER HILLS ELEM

School Code: 3051

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded a	irea = State Goal Dark shad	ed area = Quality Performan	Ce
Strand	S.E.	100	125 150	175 200	225
LANG ARTS: READING	187 ±4			****	
Literal Comp	207 ±4			*****	
Infer & Crit Comp	183 ±7			444000001444100000	
Reference & Study	181 ±2			entre .	
		N = 49		2 9.7.*187	
MATHEMATICS	168 ±2		***		
Numbers & Num Rel	172 ±1		`•	<b>+</b> •	
Operations & Comp	165 ±2		***		
Geometry	167 ±1		, - <del> -</del> -		
Measurement	170 ±3		t engle	• ŠŠ.	
Prob & Stat	198 ±2			- Lilia	
PROBLEM SOLVING	179 ±3			enders	
		N = 49		7 9.P.#192	
SCIENCE	158 ±2		**		
Life Science	158 ±1		•	•	
Earth Science	157 ±1		**		
Physical Science	165 ±1		l' ele	Section 1	
Process Skills	166 ±3	-	•••		
Env/Sci/Tech/Soc	153 ±1	j	•••		
		N = 49		8 0.P.=193	
SOCIAL STUDIES	156 ±2		**		
Geog Regions	163 ±2		' • <del>• ••</del>		
Canada Hist/Geog	135 ±0		+ · · · · · · · · · · · · · · · · · · ·		
U.S. pre-1791	163 ±1		' * <del>* *</del>		
U.S. 1791-1875	151 ±1		•		
U.S. 1875-1932	159 ±1		• <del> •</del>		
U.S. 1932-present	160 ±1		***		
Skills	167 ±3		****		
		N = 49	S.G.•17	0.P.=195	
HEALTH	179 ±2			aster Section	
Sfty/Prs/Mntl Hlth	183 ±2			• State of the sta	
Nutrition	170 ±1		+		
Substance Abuse	184 ±1		न	•••	
Growth, Dev & Fam	169 ±0		1	To diam'r.	
		N = 49	T S.G.=17	70 Q.P.±195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

<sup>† &</sup>quot; the school seers

<sup>\*\*\* \*</sup> the standard error (S.E.)

Tota: Contant Area scores are scaled separately and are not simple everages of strand scores.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +D1ff	ı	48 54 46 58	67 62 45 52	61 45 47 41	72 69 67 61	44 64 73 58	58 59 56 55 -1	60 54 54 51 -3
Number Tested	1993	-	57	88.4	64	,	50	266	23,856
	Grade		10	02	03	**	05	School Total	Elem. 1-5 Schools

Mathematics

Number Percent At/Above Tested National Norm(NP=50)		n n n n n n n n n n n n n n n n n n n	7.88	69	62 68 73		56 79 68	09
NUM	Grade 196	3		03 48	;9 <b>*</b> 0	50	School Total 266	Elem. 1-5 Schools 23,687

+ Difference = 1993 - 1992

•

(ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93)

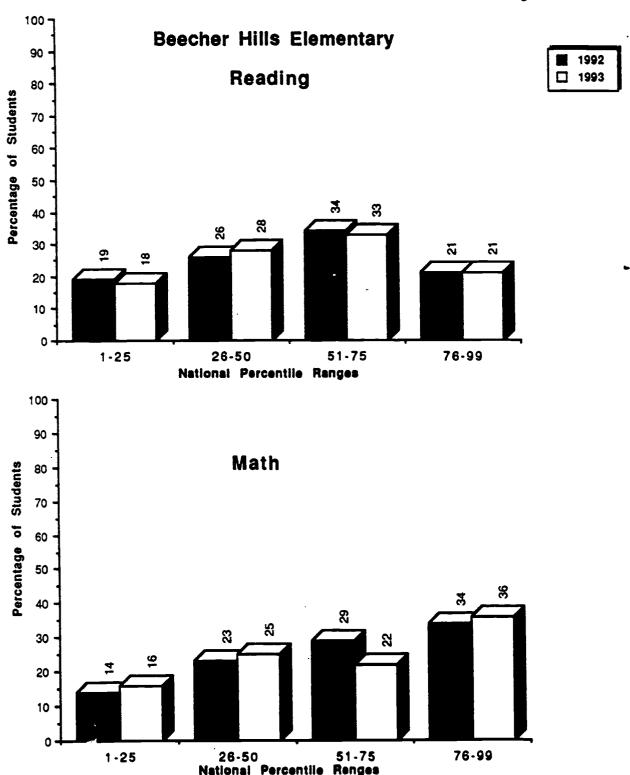
100		
2024 11 17	STUDENTS**	
LI PUTILS WIN ALIENDED INE SCHOOL FOR SEVEN ON MONE ALLENDARDE FENIOUS IN 1994	**DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS**	
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27122		
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READING

MATHEMATICS

GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
0	20	31	62	51	36	7.1
05	. 4	23	53		39	91
E0	47	50	43	46	25	54
40	29	37	63	29	31	53
02	49	29	59	4	26	53
SCHOOL TOTAL	248	140	56	248	157	
ELEMENTARY K-5 SCHOOLS 21,280	.5 21,280	11,200	53	21,123	12, 103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993

BEECHER HILLS ELEMENTARY ERIC PRINCE PROBLEM (MEDICAL PROBLEM) CONTROL OF THE PROBLEM (MEDICAL PROBLEM)

Chapter I Results

			Gatn			6	•	8	
		1 1 CS	1993			3.	38	37	
		Mathematics	1992			04	34	32	
Two Years*			z	j		=	σ,	5	
Mean NCE Gains Students with ITBS Results for Two Years*	School		Gain		<b>9</b>		o	ស	-
Students		<b>Q</b>	1993		33	35	‡	33	
		Reading	1992		39	32	35	<b>9</b>	
			z		5	21	5	9	
			Grade		O2 Non SWP	O3 Non SWP	04 Non SWP	O5 Non SWP	

		Reading	5		1	-	Mathematics	108
Grade	z	1992	1993	Gatn		z	1992	1993
O2 Non SWP	589	32	35 38	၉	<b> </b>		39 46	46
O2 SWP		35	33	*	•	464	36	47
O3 Non SWP		34	35	-	ស		39	38
O3 SWP		33	38	ស	•		34	35
04 Non SWF		<b>9</b>	38	•	9		32	37
O4 SWP		36	42	9	1		32	38
O5 Non SWP		34	9	9	7		34	39
OS SWP		36	45	G.			9 <b>6</b>	42

Gain

System

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Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NGN-School Wide Project School(s)

4

SEECHER HILLS ELEMENTARY

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	-5	-	-	-7			
itics	1993	34	36	4	42			atics
Mathematics	1992	36	35	45 44	64			Mathematics
	z	S	4	ო	-			•
						•	System	
	Gain	+	ო	თ	ო			
pu	1993	38 34	33	45	<b>4</b> 3			ing.
Reading	1992	38	30	36	9			Reading
	z	2	gs.	17	13			
	Grade	05	03	\$	90			

	atics	1993	39 43	34	37	9
	Mathematics	1992	38	37	35	34
	٠	z	681	707	954	866
<u></u>						
		Gain		81	4	7
	מין	1993	36 36	35	33	42
	Reading	1992	36	33	35	35
		z	857	983	1062	1055
		Grade	02	03	8	05

Gain -3

 Scores for students in the Program for Exceptional Children are excluded

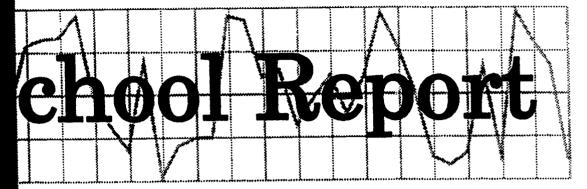
8/04/93 BEECHER HILLS ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

=		_			•	G	G.	0	-	-	7	-	6		e
Total	z	64	5,478	59	5,489	67	4,969	50	4,971	9	4,917	51	4,799	334	30,623
Retained	Percent		S	80	7	2	4		2		2			8	•
Ret	z		294	S	408	•	185		113	,	82		20	g	1,102
p.eoq	Percent			2	•	8	ហ	12	ស	ស	S.		*	*	•
Admin. Placed	z			•	202	•	257		260	Э	227		191	14	1, 137
Promoted	Percent	901	95	06	68	98	16	88	95	96	46	00 <b>t</b>	96	76	6
ب	z	79	5,184	53	4.879	\$	4.527	4	4,598	58	4,608	51	4,588	314	System 28,384
		School	System	School	System	School	System	School	System	School	System	School	System	School	System
	Grade	<b>¥</b>		01		03		60		40		05			

### ATLANTA PUBLIC SCHOOLS



1992-93

### BEN HILL ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### BEN HILL ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

**Evelyn G. Lewis, Research Assistant** 

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

- One hundred and forty-six students transferred to Ben Hill in 1992-93; therefore, almost one-half of the students were either new to the Atlanta Public School system (APS) -- 26 percent moved from another APS school, and 20 percent moved from school districts external to APS. In spite of this high mobility rate, 90 percent of the students were on active roll seven or more attendance periods. The students' percent of attendance (96.4) exceeded systemwide attendance (94.2). The certified staffs attendance (96.4) remained comparable to system averages (97.4).
- Forty-three percent of the students entered kindergarten with six months or no prior preschool. The remaining students attended Head Start (2 percent) or community-based preschools (55 percent).
- Programs for instructional support included Chapter I reading and mathematics, Remedial Education Program (REP), reading, mathematics and writing, Full Potential Program, and an after-school program.

### Critical Ouestions

# II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?
- C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

### Findings

- The Georgia Kindergarten Assessment Program (GKAP) required teachers to observe: physical, personal and social capabilities; and to administer structured assessment tasks: communicative and logical mathematics. GKAP results for Ben Hill kindergarteners exceeded both APS system's and the performance of Georgia state's students. The APS indicator "processes auditory information" was the only capability skill on which 5 percent was judged unable to perform the required tasks.
- According to teachers' ratings of portfolios, two-thirds of the kindergarteners met or exceeded Stage 6: Phrase/Sentence Writers, of this percentage, 31.0 percent reached Simple Story Writing and the remaining 9.5 were assessed as Intermediate Story Writers.
- Increased percentages of second through fifth graders achieved ratings of "excellent" and "upper adequate" on the fiction posttest than on the pretest.
- The non fiction survey test was only administered to 4th and 5th graders. Larger percentages of 4th and 5th grade students scored at the "upper adequate" level on the posttest compared to pretest scores. Fewer fourth graders, however, scored in the "excellent" category on the posttest.



	Critical Questions	Findings
III. Georgia Curric (1992, and 1993 Grades 3 and 5	Georgia Curriculum-Based Assessment Program (1992 and 1993 Data). Grades 3 and 5	
In which cothe state goard and 1993?	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	8	<ul> <li>The school's third graders' scores met or exceeded state goal in the content areas of Language Arts: Reading, Mathematics and Socisl Studies for the school years 1991-92 and 1992-93. The state goal was met or exceeded for each corresponding content area strand except Social Studies"American Heritage". The school's scores do not indicate quality performance in any content area during the two year period.</li> </ul>
B. Grade 5	ζ.	<ul> <li>The school's fifth graders' scores met or exceeded state goal two consecutive school years in the content areas Language Arts: Reading and health. However, the school's scores do not indicate quality performance in any content areas for the same two year period.</li> </ul>
	132	183

Critical Questions	Findings	#	<ul> <li>Ben Hill's "regular students" ITBS N.P. status declined at the third grade level</li> <li>by a minus 19 percent in rading and a minus 11 percent in mathematics; at the fourth grade level by a minus 7 percent in mathematics; and at the fifth grade level by a minus 9 percent. The overall decline in reading was four percent.</li> </ul>	The overall school decline in reading exceeded systemwide findings by 1 percentage point but remained stable in mathematics and shows a plus three percent over systemwide changes. (Note: The category "regular students" includes those on roll for 7 or more or less than seven attendance periods.	• Students in attendance for seven or more attendance periods performances in reading and mathematics were comparable to "regular students" performance. In fact there was an overall negative one percent differential in reading and mathematics for these students compared to the "regular students".	<ul> <li>The percentage of students scoring within the 76-99 quadrant declined in reading and mathematics which caused increased percentages of students included in lower quadrants in 1992-93. In mathematics, however, the scores of 9 percent fewer students were in the 1-25 quadrant in 1993 compared to 1992.</li> </ul>	135
ERIC Printers Product by Ellic	Critical Questions	IV. Iowa Tests of Basic Skills (ITBS)  Were there changes in reading/mathematics achievement with respect to the following:	A. Regular-program students?		B. Students who attended the school for seven or more attendance periods?	C. The percentage of students scoring within each	184

EKIC	EDI(	
RIC	Critical Questions	Findings
	V. Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter 1 - Traditional Program	<ul> <li>Ben Hill's staff conducted non-schoolwide Chapter I programs.</li> </ul>
		The traditional Chapter I project students' NCE gains in reading were below system gains. The reverse was true in mathematics, as the school's NCE gains exceeded system results. (Note: None of the school's fourth grade students were enrolled in Chapter I mathematics.)
-5- 	B. Remedial Education Program (REP)	<ul> <li>Remedial Education students' NCE gains in reading showed greater flux and were overall less than system pupils' NCE gains. The school's REP mathemat- ics results, however, were larger than system gains and showed increases at each grade level.</li> </ul>
	VI. Progression Status  How did the school's progression status compare to that of the system?	<ul> <li>The school's 97 percent promotional data was larger than the system's finding of 93 percent.</li> </ul>

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



### GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

1					DIFFERENCE	ENCE	
	1390-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH00L	371	370	317	- 53	-14.3	-54	14.6
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	89. 9-	-2,940	
STAFF/SCHOOL FACTORS (END OF	OF YEAR)			Ψ.	SCHOOL	ALL ELE	ALL ELEMENTARY
1				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	: ENDANCE PERIODS ITENDANCE PERIOC	SC		285	90	27498 3982	87 13
3. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW NUMBER/PERCENT OF PUPILS NEW MOBILITY INDEX	22	SCHOOL APS		8 6 E.	50 <b>6</b>	9541 3873 .38	30
3. PUPIL-TEACHER RATIO				21.1		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	SNOI			0	•	111	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING				52	9	15734	20
CHAPTER I MATH				23	7	14903	47
REP READING				23	7	4384	<b>=</b>
REP MATH				25	<b>6</b> 0	3768	12
FULL POTENTIAL				317	<b>8</b>	3961	13
AFTER-SCHOOL PGM. FOR	FOR SCHOOL-AGE CHILOREN	CHILOREN		55	17	2028	9

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## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

	NUMBER	PERCENT	NUMBER	BER PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1	9 ! ! !	: : : : : : : : : : : : : : : : : : : :	·! ! ! !
K-GARTEN - APS PRE-SCHOOL	•	0	291	ro
K-GARTEN - HEAD START	***	8	389	7
K-GARTEN - COMMUNITY PRE-SCHODL	23	55	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	8	43	2391	45
FIRST GRADE - APS K-GARTEN	09	44	4862	06
FIRST GRADE - NON-APS K-GARTEN	8	m	481	•
FIRST GRADE - NO K-GARTEN	•	0	09	•
PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		96.7 96.2 96.4		9 9 9 4 4 5 4 ± 5
PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92		9.99 9.99 9.99		97.2 97.4

# Georgia Kindergarten Assessment Program

	iving g	State	92	93	96	92	. 86	95,915
ķ	Percentage Receiving "Yes" Rating	System	93	93	97	94	94	5,325
Overall Capability	Percer "	School	86	86	86	100	86	42
Overall	Capabilities	•	I. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	V. Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 18
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	86	88	85
B. Processes Auditory Information	26	62	85
C. Communicates Orally	86	91	85
D. Demonstrates Emergent Literacy	86	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	86	06	91
B. Makes Comparisons	86	91	91
C. Knows Numbers 1 to 10	86	86	93
D. Extends Patterns	100	82	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383:104

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors,
  - shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  recalls auditory sequences of letters, words, numbers, and rhythmic patterns
  discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories

    - relates experiences
    - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
  - attends to print idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - **B.** Makes Comparisons
    - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
       demonstrates understanding of the concepts of
    - longer, longest, shorter, shortest, same length

    - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\* matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  running, walking, hopping, jumping,
  sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
   attempts new activities without undue
  - anxiety or fear
- # plays well with other children

  B. Initiates Independent Activities

  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)

  makes independent choices during openended activities

  C. Acta Paramonality
- C. Acts Responsibly follows classroom rules
  - 1 treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities Participates in group activities as a leader and/or follower
  - 1 participates in cooperative activities
- B. Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

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S	9	•	
PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	
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\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

## Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

### **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbol. convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

lage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

BEN HILL ELEMENTARY SCHOOL

				٠			ADEQUATE	\TE					
			EXCELLENT	EN	UPPER	æ	MIODILE		LOWER		IMPROVEMENT	S	TOTAL
			z	×	z		z		z	×	z	×	
PRETEST	LEVEL	8	7	16	თ	21	<u>.</u>	33	ო	7	9	8	₹3
POSTTEST	LEVEL		=	<b>5</b> 6	5	32	<b>Q</b>	23	-		ဖ	4	43
DIFFERENCE	LEVEL	8	4	<b>Q</b>	g	7	7	- 10	7		4	6-	
PRETEST	LEVEL	ო	-	8	ហ	5	12	25	73	8	7	15	48
POSTTEST	LEVEL	ო	=	23	15	31	7	25	4	∞	9	5	4
DIFFERENCE	LEVEL	ო	<b>Q</b>	21	9	21	0	0	- 19	0#-	7	-5	
PRETEST	LEVEL	4	œ	15	18	33	16	29	6	16	4	7	55
POSTTEST	LEVEL	4	<b>5</b> 6	47	18	33	7	<del>1</del> 3	4	7	0	0	55
DIFFERENCE	LEVEL	4	<del>2</del>	32	0	0	6-	- 16	ស	ტ 	4		
PRETEST	LEVEL	ഹ	0	0	СI	₹	œ	9	<del>1</del> 3	27	56	23	49
POSTTEST	LEVEL	ល	თ	8	13	27	42	<b>54</b>	<b>∞</b>	16	7	4	49
DIFFERENCE	LEVEL	വ	თ	8	=	23	*	œ	<u>-</u> 5	-11	- 19	-39	
			5	œ	34	17	S.	96	4	25	47	9.4	40+
			57	50	-	- E	. 4	2 2	17	· თ	65	10	195
			7	21	27	7	က္	် ပ	-31	-16	-28	- 4	) } •

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\* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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SCHOOL:

### Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a postiest only. Students in grades two and three take one pretest and one postiest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

BEN HILL ELEMENTARY SCHOOL

	TOTAL		54	54		Ì	48	48		102	102	
بِ	MENT	×	-	4	<b>L-</b> .		75	19	- 26	+	Ξ	-30
	IMPROVEMENT	z	9	71	7		36	6	-27	42	=	-31
		×	6	4	ا ئ		21	23	81	15	13	7
	LOWER	z	ស	71	ღ -		<b>5</b>	Ξ	-	15	13	7
TE	141	×	20	56	ø		8	21	<del>1</del> 9	12	24	12
ADEQUATE	MIDDLE	z	Ξ	7	ო		-	9	on.	12	24	5
	UPPER	34	31	<b>4</b> 3	<b>5</b>		8	27	25	18	32	17
,	UPPER	z	17	23	ø		-	5	<u>4</u>	18	36	<del>6</del>
	ENT	×	28	24	7		0	9	9	15	<del>6</del>	ო
	EXCELLENT	Z	15	13	7		0	വ	ស	15	<del>4</del>	ო
			4	4	4		ល	ຜ	ω			
			LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE		PRETEST	POSTTEST	DIFFERENCE			

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

### **School Content Area Summary**

GRADE 3

System Neme: ATLANTA CITY

System Code: 761

School Name: BEN HILL ELEM

School Code: 4051

Date Printed: 24NOV92

REVISED (Sociel Studies ONLY)

Content Area/ Strand	Score/ S.E.	1			shaded area :	= Quality Perfo	mance
<del></del>		100	125	150	175	200 -	225
LANG ARTS: READING	176 ±3				***		
Literal Comp	181 ±3				***		
Infer & Crit Comp	175 ±4				*****		
Reference & Study	176 ±2				*****		
		M = 63		s.	0.=148 o.	P.=156	
MATHEMATICS	178 ±3	'					
Numbers & Num Rel	176 ±3						
Operations & Comp	181 ±2						
Geometry	177 ±2				enten		
Measurement	178 ±2	}					
Prob & Stat	190 ±1	}					
PROBLEM SOLVING	178 ±3					<b>T</b>	
1		M = 63		\$	B. #167 B.		
SCIENCE	153 ±3			***			<del></del>
Life Science	167 ±2	1	•		andra		
Earth Science	162 ±2	1					
Physical Science	143 ±1			+	j		
Process Skills	157 ±1			-1°		2007	
Env/Sci/Tech/Soc	149 ±3	<u> </u>				WW.	
		M = 63			G. #147 Q.	P.#152	
SOCIAL STUDIES	166 ±3				******		
Communities	165 ±2				i -		
Citizenship	173 ±4	1				•	
American Heritage	164 ±2	]			<del></del>	• •••	
Skills	174 ±3						
		M = 43		•	G.=167 B.	P. #152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reeding, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

207

† = the school score



### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: BEN HILL ELEM

School Code: 4051

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded area	= State Goal Dar	k shaded area :	= Quality Perfo	rmance
Strand	S.E.	100 125	150	175	200	225
LANG ARTS: READING	175 ±3			***		
Literal Comp	181 ±3			400\$444	. ÷	
Infer & Crit Comp	171 ±4	ļ		e <del>enefure</del> e		
Reference & Study	176 ±1			ملہ		
		N = 54	s.	.C.=165 C	).P.=199	
MATHEMATICS	181 ±2			***		
Numbers & Num Rel	180 ±2			1 ***		
Operations & Comp	186 ±2				••	
Geometry	175 ±2			enfan		
Measurement	178 ±2			*		
Prob & Stat	190 ±1			1	ole.	
PROBLEM SOLVING	180 ±3			***	•	
		N = 54		.G.=167 S	B.P. #152	
SCIENCE *	154 ±3		***			_
Life Science	169 ±2		•	···		
Earth Science	161 ±2		•	· • <del> ••</del>		
Physical Science	144 ±1		**	•		
Process Skills	157 ±2		· • <del>• ••</del>		alika z	
Env/Sci/Tech/Soc	158 ±3		****	•		
		N = 54		.B.=167	0.P.×192	
SOCIAL STUDIES	169 ±3			· · · · · · · · · · · · · · · · · · ·	594 A	
Communities	165 ±2			**		
Citizenship	178 ±3					
American Heritage	162 ±2			***		
Skills	176 ±2			, 10 <del> </del> 00	-i	
		N = 54		.s.=167 _ g	.P.×132	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area scores are scaled separately and are not simple averages of strand scores.



<sup>+ -</sup> the seheel seere

<sup>\*\*\* \*</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BEN HILL ELEM

School Code: 4051

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Perform	nance
		100 125 150 175 200	225
LANG ARTS: READING	172 ±4	- ·	
Literal Comp	185 ±4	***************************************	
Infer & Crit Comp	179 ±6	***************************************	
Reference & Study	174 ±2		
		N = 72 S.B.=342 B.P.=387	
MATHEMATICS	160 ±3	***************************************	
Numbers & Num Rel	166 ±2	*****	
Operations & Comp	162 ±2		
Geometry	164 ±1		
Measurement	164 ±3	<u>+</u>	
Prob & Stat	182 ±3	······································	
PROBLEM SOLVING	167 ±3	**************************************	
		N = 74 S.B. 2167 B.P. 2182	
SCIENCE	150 ±2	2,3,210/	
Life Science	158 ±1	***	
Earth Science	157 ±1	<b>T</b>	
Physical Science	160 ±1	<b>T</b>	
Process Skills	153 ±3	<b>*</b>	
Env/Sci/Tech/Soc	166 ±1	******	
		W = 76 2.6.2165	
SOCIAL STUDIES	152 ±2	A.A.S.A.S.	
Geog Regions	156 ±2	enten	
Canada Hist/Geog	No resert	Strand contains fewer then ten items.	
U.S. pre-1791	161 ±1		
U.S. 1791-1875	153 ±0	, <b>+</b>	
U.S. 1875-1932	160 ±1	t .	
U.S. 1932-present	160 ±1	<u>†</u>	
Skills	150 ±3	· +	
wn444	120 13	M = 76 S. S. 2170 A. P. 2188	
HEALTH	168 ±2 ·		
Safety	No report	Strand centains fover then ten items.	
Nutrition	168 ±1	1	
Personal Health	No report	Strand centains fever then ten items.	
Substance Abuse	178 ±2		
	1	<del></del>	
Growth, Dev & Fem Mental Health	166 ±1	Strand centains fover then ten items.	
LAUZES LESTEN			
		N = 74 S.S.=176 Q.F.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores de not indicate quality performance in any content area.

<sup>† &</sup>quot; the school score



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BEN HILL ELEM

School Code: 4051

**GRADE 5** 

Dete Printed: 18AUG93

Content Area/	Score/	Light sha	ided area = St	te Goal	Dark shaded ar	rea = Quality Per	formance
Strand	S.E.	100	125	150	175	200	22
LANG ARTS:READING	183 ±4					***	
Literal Comp	195 ±4	Į.				***********	·
Infer & Crit Comp	180 ±6				*****	**************************************	
Reference & Study	182 ±2				1	। <del>~ •</del> •	
		N = 56			S.G.=162	0.F.=187	
MATHEMATICS	171 ±3	<u> </u>	<del>_</del> _		***		
Numbers & Num Rel	172 ±2				**		
Operations & Comp	169 ±2				** **	· ·	
Geometry	169 ±1				4-		
Measurement	173 ±3	1			****	:	
Prob & Stat	195 ±2				i	anjer.	
PROBLEM SOLVING	180 ±3				***	None C	
		N = 56			S.8.=167	Q.P.*192	
SCIENCE	157 ±2		<del></del>		***		
Life Science	159 ±1				+		
Eerth Science	159 ±1	1			•		
Physical Science	165 ±1				++		:.
Process Skills	164 ±2	1					•
Env/Sci/Tech/Soc	150 ±1			+	I .		
		N = 55			S.G.=168	0.P.×193	
SOCIAL STUDIES	158 ±2				**		•
Geog Regions	161 ±1				•••		
Canada Hist/Geog	135 ±0	1	1		•		7. T
U.S. pre-1791	163 ±1		τ		+•		 
U.S. 1791-1875	155 ±1			-	+ +	in C	
U.S. 1875-1932	159 ±1	1			++	ear teir fil Lain	•.
U.S. 1932-present	161 ±1				-T- -+•		
Skills	166 ±3				***	Mittalija ir priess	•••
		N = 55			S.Q.=170	0.P.=19S	<u> </u>
HEALTH	172 ±1				+		
Sfty/Prs/Mntl Hlth	1				•		
Nutrition	167 ±1				+		· ·
Substance Abuse	182 ±1				4-	46 J. 1	17 3
Growth, Dev & Fem	166 ±1				* *	\$ 2200 T	
STOREST, MOV W FOR		N = 56			** S.G.=170	Q.P.=19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Languege Arts: Reading.

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<sup>+ -</sup> the school seers

<sup>\*\*\* -</sup> the standard error (S.E.)

ists: Content Area secres are secied separately and are not simple Everticas of strand secre

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

•	*Diff						4	e,
Percent At/Above National Norm(NP=50)	1993	75	7.1	94	63	48	19	51
ent At/Al ional No	1992	7.1	73	65	61	56	65	40
Perc	1991	75	75	75	67	33	<b>64</b>	40
	1990	78	. 82	9	38	54	62	09
Number	1993	 09	48	52	56	56	272	23,856
	Grade	01	02	03	<b>90</b>	05	School Total	Elem. 1-5 Schools

80	
at 1	
Ě	
ia #	
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Percent At/Above National Norm(NP*50)	1992 1993 *Diff		# O/	75 75	65 54	61 54	51 57	64 64	59 56 -3
Perce	1991		5	68	7.1	9	42	65	9
								72	49
Number	Grade 1993	1	01 60				05 56	School Total 272	Elem. 1-5 Schools 23,687
	Ē		0	8	03	9	0		

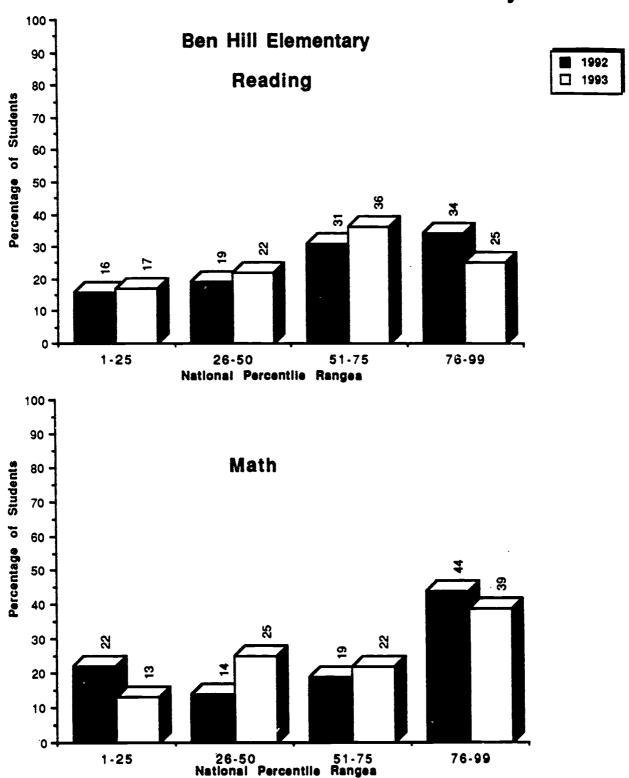
\* Difference × 1993 - 1992

BEN HILL ELEMENTARY SCHOOL SCH00L: 41049

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY

	ONLY PUPI	LS WHO ATTE **DOES N	TESTS OF BASIC SKILLS AND/OK TESTS OF ACHIEVEMENT AND FKUTIC WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS **DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS**	AND/UK 16515 DL FOR SEVEN ( ECIAL EDUCATION	UF ACHIEVEME DR MORE ATTEN DN OR BILINGU	IOWA 15313 OF BASIC SKILLS AMJ/OK 15313 OF ACHIEVEMENI AND PROFICIENCY NLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) **DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS**	IN 1992-93)
			READING		*	MATHEMATICS	s o
	GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
	5	54	39	72	54	7	16
	05	46	32	02	94	34	7.4
	03	48	22	46	48	56	54
	8	53	33	62	53	78	53
	92	20	24	48	20	29	58
SCHOOL TOT	FOTAL	251	150	09	251	158	63
ELEMENTARY K-5		SCH00LS 21,280	11,200	53	21,123	12, 103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993

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O4 SWP

05 Non SWP

OS SWP

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo1

	Gatn	5	9		e I				Gatn	7	Ξ	7	-	8
tos	1993	57	34		33			tios	1993	46	4.7	38	35	37
Mathemat	1992	4 4	<b>58</b>		42			Mathemat	1992	39	36	39	34	35
	z	•	7		12									
•														
							80	1						
							Syste							
	Gain	-		က	-				Gatn	၉	4	-	ß	•
<b>9</b> 1	1993	1	35	34	38			<b>B</b> L						
Readir	1992	45	35	91	37			Readir	1992	35	32	34	33	34
	z	7	o	<b>co</b>	5			٠	z	589	574	783	791	738
	Grade	02 Non SWP	O3 Non SWP	04 Non SWP	O5 Non SWP				Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP
		Nathematics	Reading     Mathematics       N     1992     1993     Gain     N     1992     1993       7     45     44     -1     4     44     57	Reading         Mathematics           N         1992         1993           7         45         44         57           9         35         35         34	N         1992         1993         Gain         N         1992         1993           7         45         44         -1         4         44         57           9         35         35         35         34           8         31         34         3         34	N     1992     1993     Gain       7     45     44     -1       9     35     35       13     37     38     1	Reading           N         1992         1993         Gain         N         1992         1993           7         45         44         57           9         35         35         34           8         31         34         3           13         37         38         1         12         42         39	N         1992         1993         Gain         N         1992         1993           7         45         44         -1         4         44         57           9         35         35         3         34         34           13         37         38         1         12         42         39           System	N         1992         1993         Gain         N         1992         1993           7         45         44         -1         4         44         57           9         35         35         3         7         28         34           13         37         38         1         12         42         39           System    Reading  Mathematics	N         1992         1993         Gain         N         1992         1993           7         45         44         -1         4         44         57           9         35         35         3         34         34         34           13         37         38         1         12         42         39           N         1992         1993         Gain         N         1992         1993	N         1992         1993         Gain         N         1992         1993           7         45         44         57         1993         1993           9         35         35         35         34         57           13         37         38         1         12         42         39           13         1992         1993         Gain         N         1992         1993         1993         1992         1993         46           589         35         38         3         A776         39         46         46         46         57         42         39         46         46         57         42         39         46         59         46         46         57         46         39         46         46         57         46         39         46         46         42         39         46         40	Nathematics         Mathematics           1992         1993         Gain         N         1992         1993           3         45         44         -1         4         44         57           9         35         35         3         7         28         34           13         37         38         1         12         42         39           13         45         5 ystem         N         1992         1993           589         35         38         3         476         39         46           574         35         39         4         36         47	N         1992         1993         Gain         N         1992         1993<	N         1992         1993         Gain         N         1992         1993           7         45         44         -1         4         44         57           9         35         35         35         34         34         34           13         37         38         1         12         42         39           13         37         38         1         12         42         39           589         35         48         36         46         47           783         36         4         1992         1993         46           783         36         4         1994         36         47           783         38         5         1         556         39         38           791         33         38         5         444         35         38

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NGN-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

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	Gain	7	g	7	-					Gain		e -	81	ø
itics	1993	32	27	30	34			•	at ics	1993	43	34	37	9
Mathema	1992 1993	72	21	23	33				Mathema	1992	39 43	37	32	34
	z	"	ស	0	Œ					z	681	707	954	866
							# * * * * * * * * * * * * * * * * * * *							
	Gain	7	4	<b>6</b>	8					Gatn		64	4	7
2	1992 1993													
Read	1992	<b>36</b>	34	27	30			(	Read	1992	36 36	33	32	32
	z	-	7	<b>6</b>	'n					z	857	983	1062	1055
	Grade	05	03	8	92					Grade	03	03	9	02

\* Scores for students in the Program for Exceptional Children are excluded

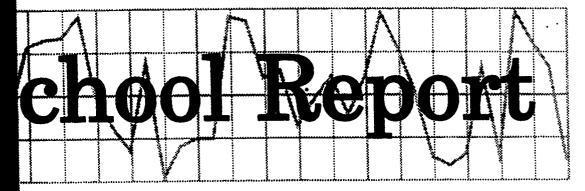
8/04/93 BEN HILL ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Total	Z	<b>4</b> 3	5,478	58	5,489	49	4,969	55	4,971	56	4,917	56	4.799	317	30,623
To			5,		ຸທີ່		₹		4.		÷		4.		30.
Retained	Percent	81	5	Э	7		•	7	2		8			-	*
Ret	z	-	294	7	408		185	-	113		83		20	•	1, 102
p.c.q	Percent			7	•		ហ	ស	ស	ន	ស		*	2	•
Admin. Placed	Z			-	202		257	С	260	E	227		191	7	1, 137
Promoted	Percent	86	95	95	68	100	5	93	83	96	<b>4</b> 6	100	96	16	66
Pro	z	42	5, 184	55	4.879	49	4.527	120	4,598	53	4.608	56	4,588	306	28,384
		School	System	01 School	System	School	System	School	System	Schoo1	System	School	System	School	System 28,384
	Grade	×		10		03		03		40		90			

### ATLANTA PUBLIC SCHOOLS



1992-93

### BENTEEN ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### ERIC Full Text Provided by ERIC

### BENTEEN ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions			
a a a a a a a a a a a a a a a a a a a		Critical Questions	Findings
		. General Descriptive Characteristics	
		What critical school factors may have influenced student performance?	<ul> <li>Active enrollment increased by 34.8 percent over a 3-year period in contrast to the decrease of 5.3 percent for the system.</li> </ul>
			• The pupil mobility index was .42 which was higher than the system's index of .38.
• • •			<ul> <li>Pupil attendance was slightly lower than that for the system; however, certified staff attendance was slightly higher than that for the system.</li> </ul>
• • •	=	Performance-Based Assessment	
• •		A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilitiesor key indicators suggest a need for attention?	• The GKAP capabilities and indicators showed percentages from 84 to 95. Within the Communicative Capability, attention may be needed in the areas of Processing Visual Information and Emergent Literacy. Within the Logical-Mathematical Capability, attention may be needed in the areas of Making Comparisons and Extending Patterns.
• •		<ul><li>B. What was the ending performance of kindergarten students in writing?</li></ul>	<ul> <li>Approximately 39 percent of the kindergarten students at the school were in the 4 higher stages of Writing (Stages 6-9) by the end of the school year. Systemwide the majority of students were in Stages 6 or 7 by the end of the year.</li> </ul>
• For nonfiction matched scores there were 9 percent fewer students in the Needs Improvement/Lower Adequate Categories and 9 percent more students in the Upper and Middle Adequate Categories.		<ul><li>C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?</li></ul>	<ul> <li>For fiction matched scores there were 7 percent fewer students in the Needs Improvement and 2 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 2 percentage points.</li> </ul>
			<ul> <li>For nonfiction matched scores there were 9 percent fewer students in the Needs Improvement/Lower Adequate Categories and 9 percent more students in the Upper and Middle Adequate Categories.</li> </ul>

Findings			• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the content area of Mathematics (1992 and 1993). The same was true for both years for the Reading stands (except Inferential Comprehension); all Mathematics strands and the Life Science strand for Science. Also, the Skills strand (1992) and Citizenship strand (1993) in Social Studies met or exceeded the state goal. The schools scores did not indicate quality performance in any content area or strand.	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goals in the area of Language Arts/Reading (1992 and 1993) and Health (1993). The same was true for the Reading strands (except Inferential Comprehension). Also, the school's scores met or exceeded the state goal on four of the six Mathematics strands (1992), all Mathematics strands (1993), the Health strands of Substance Abuse (1992 and 1993), Nutrition (1992) and Safety/Personal Health/Mental Health (1993). The scores did not indicate quality performance in any content area either year; however, the Literal Comprehension strand in Reading (1992 and 1993) and the Probability and Statistics strand in Mathematics (1993) did indicate quality performance.
Critical Questions	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	A. Grade 3	B. Grade 5



C. The percentage of students scoring within each quadrant?  E. The percentage of students scoring in the percentage of students scoring in the lowest quadrant, however, there was a decrease in the percentage of students scoring in the highest quadrant in mathematics.  Froject Results  How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?  A. Chapter I - Traditional Program and mathematics programs.  B. Remedial Education Program (REP)  There were positive gains in NCE for all grades for the Chapter I reading and mathematics two and four with a gain at grade five. In mathematics, there were gains at grade five. In mathematics, there the NCE remained the same.
227

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Critical Questions	Findings
VI. Progression Status  How did the school's progression status compare to that of the system?	Seventy-nine percent of the students at the school were promoted compared to 93 percent for the system; 7 percent were administratively placed compared to 4 percent for the system and 14 percent were retained compared to 4 percent for the system.

R&E/PA:If:jep October 27, 1993

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### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-hased assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CF|A)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 BENTEEN ELEMENTARY SCHOOL

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GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

:	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					DIFFERENCE	ENCE	,
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCF	SCHOOL All elementary	34,420	33,791	418	79	23.3	108	8. 25 8. 8. 8.
STA	ACTORS (END OF	YEAR)		15	SCHOOL		ALL ELE	ALL ELEMENTARY
i -	PUPILS ON ACTIVE ROLL:				NUMBER	PERCENT	NUMBER	PERCENT
	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIOD	DANCE PERIODS ENDANCE PERIODS	ý		354 64	න <del>-</del> වැ	27498 3982	87 13
તં	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO NEW TO	SCHOOL APS		128 80 42	91 19	9541 3873 .38	30
e,	PUPIL-TEACHER RATIO				23.2		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS				•	•	111	0
ĸ,	PUPILS IN PROJECTS:							
	CHAPTER I READING				20	5	15734	20
	CHAPTER I MATH				46	Ξ	14903	47
	REP READING				47	Ξ	4384	7
	REP MATH				5	2	3768	12
	BILINGUAL				175	4	748	a



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(CONTINUED)
<b>CHARACTERISTICS</b>
DESCRIPTIVE
GENERAL

STAF	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY
		١	PERCENT	•	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 † 1 1	! ! ! !	1 1 5 1 1	1 5 4 1 1 1
	K-GARTEN - APS PRE-SCHOOL	•	0	291	S
	K-GARTEN - HEAD START	•	ល	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	•	ហ	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	91	06	2391	45
	FIRST GRADE - APS K-GARTEN	9	86	4862	06
	FIRST GRADE - NON-APS K-GARTEN	9	•	481	6
	FIRST GRADE - NO K-GARTEN	•	ø	9	<b>~</b>
ဖ်	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		0.00 4.00 80.00 80.00		94.4 94.4 9.4.2
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-93		97.3 97.9 8.79		97.2 97.4 97.4

-8-

# Georgia Kindergarten Assessment Program 1993

Overal	Overall Capability	ty		
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	Cal
	School	System	State	
				I. Commu
1. Communicative	87	93	92	A. Pro
	60	00	60	B. Pro
II. Logicai-mathematicai	10	99	00	C. Con
III. Physical	95	97	96	D. Den Lite
IV Porsone	68	76	<b>26</b>	II. Logica
1	3			A. Sor
V. Social	92	94	93	B. Mal
				C. Kno
Total Number Reported	38	5,325	95,915	D. Ext

Structured Assessment Activities*	ment Activi	ities*	
Capabilities and	Percer "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	n 84	93	76
B. Processes Auditory Information	ion 89	92	85
C. Communicates Orally	85	91	6
D. Demonstrates Emergent Literacy	84	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	87	06	91
B. Makes Comparisons	84	91	91
C. Knows Numbers 1 to 10	87	93	93
D. Extends Patterns	84	92	66

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383:104



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts recognizes similarities/differences in colors,
  - shapes, letters\*, and words • interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words, numbers, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
  - I retells stories
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture

  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  Sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - I creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination s copies simple shapes, designs, numerals,
  - and letters writes numerals, letters, and words without
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers

    attempts new activities without undue anxiety or fear
    plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during open-ended activities
- C. Acts Responsibly

  - follows classroom rules treats others and their belongings with respect

### SOCIAL CAPABILITY

- A. Participation in Group Activities
- participates in group activities as a leader and/or follower

- participates in cooperative activities

  B. Carries Out Assigned Tasks
  carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.



) L S			42056
PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT*	END OF KINDERGARTEN - 1993	
P U B L	WRITING	KINDERG	N SCHOOL
AILANIA	STAGE OF	FND OF	BENTEEN ELEMENTARY SCHOOL

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PAGE

		NUMBER	PERCENT	
STAGE 1:	PICTOGRAPHIC WRITER	ω	6.9	
STAGE 2:	SCRIBBLE WRITER	<b>v</b>	7.0	
STAGE 3:	INVENTED WORD WRITER	8	2.3	
STAGE 4:	COPIER	32	37.2	
STAGE 5:	NEW WORD WRITER	ស	€.	
STAGE 6:	PHRASE/SENTENCE WRITER	25	29.1	
STAGE 7:	SIMPLE STORY WRITER	9	7.0	
STAGE 8:	INTERMEDIATE STORY WRITER	-	1.2	
STAGE 9:	ADVANCED STORY WRITER	-	1.2	
	TOTAL NUMBER	86	100.1	

7/21/93

## Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

### Description of Writing Stages

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

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R&E:jep 8/16/93 #441-107

ERIC

\*Full Text Provided by ERIC

RESULTS	
DIC READING SURVEY F	IBUTION
EADING	Y DISTR
DIC R	<b>FEGOR</b>

ø

PAGE

WHOLE LANGUAGE PERIODIC READING SURVE PERFORMANCE CATEGORY DISTRIBUTI MATCHED RESULTS FOR FICTION

BENTEEN ELEMENTARY SCHOOL

	TOTAL		53	53		19	19		4:	7		*	7			160	160	
ų	EMENT	æ	38	<del>1</del>	- 19	32	21	=	20	84	7	32	36	₹		39	32	-7
	IMPROVEMENT	z	50	₽	-10	9	4	-5	22	5	<del>-</del>	14	9	<b>~</b> i		62	51	F
			21	30	თ	56	56	0	23	8	រ (	32	32	0		25	27	8
	LOWER		=	16	ល	ល	ιΩ	0	õ	<b>©</b>	6	7	7	0		07	43	ო
ш		×	21	30	Ø	21	37	<b>1</b> 6	18	23	ហ	90	16	-14		23	52	а
ADEQUATE	MIDDLE	z	=	16	ß	4	7	ო	<b>6</b> 0	9	N	13	7	<b>9</b>		36	9	4
			2	21	0	21	-	-10	ĸ	o	<b>⋆</b>	7	7	7		6	7	-
	UPPER		=	=	0	4	8	7	8	4	ч	m	9	ო		00	73	ო
	LV.	34	0	0	0	0	rc	ro.	ro	α	<del>ღ</del>	o	a	a		• •	- 01	-
	EXCELLENT	z	0	0	0	0	-	-	64	-	7	C	• <del>-</del>	-		c	4 M	<del>-</del>
			8	8	· (N	e	n	ო	4	4	4	L.	, IO	S)				
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	FVE!	LEVEL	LEVEL				
			PRETEST			PRETEST			PRETEST			DDETECT			:			

244

2.45

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC Full Text Provided by EBIC

10/11/93

SCHOOL:

-13-

## Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

-14-

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap 10/5/93

9

	סרה מרה	WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
	ā	PERFORMANCE CATEGORY DISTRIBUTION
	-	MATCHED RESULTS FOR NON-FICTION
BENTEEN ELEMENTARY SCHOOL		

							ADEQUATE	IATE	:		111	ý	
			EXCELLENT	LENT	UPPER	χ. 	MIDDLE	LE	LOWER	: #	IMPROV	IMPROVEMENT	TOTAL
			Z	×	z		z	×	z		z	×	
PRETEST	LEVEL	4	~	4	g	13	œ	8	œ	8	21	47	45
POSTTEST	LEVEL	4	-	8	ო	7	7	9	ខ	Ξ	29	64	45
DIFFERENCE	LEVEL	4	7	-5	ဗု	9-	7	-5	ღ	-7	œ	17	
PRETEST		S	o	0	0	0	*	6	7	30	58	62	47
POSTTEST		ស	-	~ ~	ស	=	-	23	5	<b>5</b> 6	18	38	47
DIFFERENCE	LEVEL		-	61	ស	=	7	<b>7</b>	7	7	-	-24	
			8	8	g	7	5	13	22	24	20	5	92
			8	8	∞	σ	8	50	17	81	47	51	95
			0	0	71	61	9	7	ស	9-	ල '	ဗု	

-15-

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

## **School Content Area Summary**

GRADE 3

· System Name: ATLANTA CITY

System Code: 761

School Name: BENTEEN ELEM

School Code: 5051

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	led area = S	tate Goal, dark	shaded are	a = Quality Perform	nance
Strand	S.E.	100	125	150	175_	200	2 <u>25</u>
LANG ARTS: READING	154 ±4			****			
Literal Comp	162 ±3			••••	•••	•	
Infer & Crit Comp	150 ±5						
Reference & Study	167 ±2			·	refee		
		N = 46			2.=165	Q.P.#156	
MATHEMATICS	167 ±3				***		
Numbers & Num Rel	172 ±3	1		•	***	190 sécolos	
Operations & Comp	170 ±3						
Geometry	174 ±2					5. 445 65.875	
Measurement	173 ±2	1			**		
Prob & Stat	184 ±2				·		
PROBLEM SOLVICG	164 ±3	,		•	•••		
		M = 46			g.=167	0.7.#152	
SCIENCE	146 ±3		•	***			•
Life Science	165 ±3				***		
Earth Science	156 ±2			••••			
Physical Science	140 ±1			+			
Process Skills	153 ±1			+			
Env/Sci/Tech/Soc	141 ±3			***			
		H = 46			G.=167	A.P.#142	
SOCIAL STUDIES	158 ±3	1		***	•		
Communities	160 ±2			***		· :	
Citizenship	159 ±4			****	•••		
American Heritage	160 ±2			••	<b></b>		
Skills	171 ±3			•		•	
		M = 46_			6.=167	0.P.=142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

+ = the school score

\*\*\* = the standard error (S.E.)



## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BENTEEN ELEM

School Code: 5051

**GRADE 3** 

Data Printed: 18AUG93

Content Area/	Score/	Light shad	ied area = Si	tate Goal D	ark shaded are	a = Quality Perforn	nance
Strand	<b>3</b> .E.	100	125	150	175	200	225
LANG ARTS: READING	161 ±3				••••		
Literal Comp	169 ±3				***	••	•
Infar & Crit Comp	161 ±3				•••	•	
Reference & Study	166 ±2				··f·		
		N = 61			S.G.=165	9.F.×1.58	
MATHEMATICS	169 ±2				•••		
Numbers & Num Rel	172 ±2				••	• .	
Operations & Comp	173 ±2				•=	• • •	
Geometry	172 ±2	-			••		
Measurement	175 ±2	1			** **		
Prob & Stat	187 ±1	1				+	
PROBLEM SOLVING	171 ±2				**	* • • •	
	<del>                                       </del>	N = 61			S.G.=167	Q.P. ±152	
SCIENCE *	145 ±2			••†••			
Life Science	168 ±2				**		
Eerth Science	157 ±1			•	+	maga Para Andrew	
Physical Science	142 ±1	I		+			
Process Skills	150 ±1			+			
Env/Sci/Tech/Soc	146 ±3			***			
		N = 61			S.G.=167	9.6.4192	<del>,,, ,</del>
SOCIAL STUDIES	159 ±3			•	***		
Communities	161 ±2				**		•
Citizenship	166 ±3				***		
American Heritage	162 ±2				•••		•
Skill <b>s</b>	162 ±3				***		
		N = 61			S.G.=167	9.P.#132	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increesed weighting on Process Skills

Note: Content Area secres are senied separately and are not simple averages of strand secres.



-1251

<sup>+ -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

## **School Content Area Summary**

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: BENTEEN ELEM

School Code: 5051

Date Printed: 11NOV92

Content Area/ Strand	Score/	Light shade	d area = Sta	te Goal, da	rk shaded a	irea = Quality	Perform	ance
	3.E.	100	125	150	175			
LANG ARTS: READING	163 ±5							225
Literel Comp	185 ±6			•	****			
Infer & Crit Comp	153 ±5			*****		******		
Reference & Study	175 ±3			*****				
		N = 31			**************************************	•		
MATHEMATICS	158 ±3					8.P.#187		
Numbers & Num Rel	166 ±3			***				•
Operations & Comp	158 ±3				***	•		
Geometry	163 ±2			***				
Measurement	163 ±5					1.00		
Prob & Stat	186 ±3			•	****	:.		
PROBLEM SOLVING	167 ±3					***		
		M = 31		_	***			
SCIENCE	147 ±2				H. #147	6.P.#1#2		
Life Science	156 ±2			**		•	:	
Earth Science	154 ±2			**			•	
Physical Science	161 ±1			**		•	:-	
Process Skills	149 ±3			,	+	:		
Env/Sci/Tech/Soc	145 ±1			***		. •		
	1 1 1 1	M = 31		+				
SOCIAL STUDIES	149 ±2				. B. #165	8.P. #1# <u>\$</u>		
Geog Regions	155 ±3			**				
Canada Hist/Geog	No recent			***				
U.S. pre-1791	162 ±1	Strand centains	fower then ten :	tens.				
U.S. 1791-1875	153 ±1				+			
U.S. 1875-1932				<b>,+</b> +				
U.S. 1932-present	159 ±2			•	••	•		
Skills	160 ±1			•	<del> •</del>			
3K1118	142 ±5	1	•••	** ****				
HEALTH	1.42	M = 31			.g.=17s	4.P.#15E		
	167 ±2				**			
Safety	No report	Strand contains	Fower than ten :	tene.				
Nutrition	169 ±2				***			
Personal Heelth	No report	Strand contains	fewer then ten i	tene.	-			
Substance Abuse	175 ±3				·			
Growth, Dev & Fam	165 ±1				+ '			
Mental Heelth	He report	Strand contains	fower then ten i	tens.	•			
	1	N = 31	•	\$	.8.=176	€.P.=198		

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the aree of Language Arts: Reading.

However, your school's scores de not indicate quality performance in any content area.

† " the school score

\*\*\* " the standard error (S.E.



## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BENTEEN ELEM

School Code: 5051

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded a	rea = State Gos	il Dark shaded a	irea = Quality Performa	nce
Strand	S.E.	ł		50 175	· ·	225
LANG ARTS: READING	165 ±4			****		
Literal Comp	190 ±4			'	es <del>vo[1</del> 444	
Infer & Crit Comp	153 ±8	ĺ	*****	****	1	
Reference & Study	174 ±2	ļ		***		
		N = 35	_	\$.6.*162	Q-F.=147	
MATHEMATICS	162 ±3			***		
Numbers & Num Rel	167 ±2			**	÷ .	
Operations & Comp	164 ±3			****		
Geometry	166 ±1			· <b>+</b>	Albaile and a second	
Meesurement	166 ±4			*********	y.	
Prob & Stat	189 ±4			'	acco cus	
PROBLEM SOLVING	171 ±4			****		
·		N = 35		5.6.=167	0.7.*192	
SCIENCE	151 ±2	i		••••	14.4	
Life Science	155 ±1			· •••		
Earth Science	160 ±2			••••		
Physical Science	163 ±1			•		
Process Skills	158 ±3			***		
Env/Sci/Tech/Soc	151 ±1			+		·
		N = 35		5.0.=148	0.F.=195	
SOCIAL STUDIES	152 ±2			***		· .
Geog Regions	162 ±2			**		
Canada Hist/Geog	135 ±0		<b>†</b>	•		
U.S. pre-1791	162 ±1		·	•		
U.S. 1791-1875	152 ±1			+ '		
U.S. 1875-1932	160 ±2			*	(1000)	.:
U.S. 1932-present	157 ±1			•••		
Skill <b>s</b>	150 ±4		•••	<del>- </del>		
	<u> </u>	N = 35		\$.6.=174	0.7.=195	
HEALTH	168 ±2			***	on the second	
Sfty/Prs/Mnt1 H1th	174 ±2			vofes	MANA PANT Managan	
Nutrition	166 ±1			+		
Substance Abuse	180 ±1			•	+	:
Growth, Dev & Fem	167 ±1			++	*	
·		N = 35		S.G.=170	Q.P.=19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the ereas of Language Arts: Reading and Heelth.

However, your school's scores do not indicate quality performance in any content area.

Mate: Content Area secret are seeled separately and are not simple averages of strand secret.



<sup>+ -</sup> the school seere

<sup>•• •</sup> the standard error (S.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

	(אפסקוסו, אנסקומו מוקספווני ופיניקי					
	Reading					
	Number Tested		Perce Nat1	Percent At/Above National Norm(NP=50)	ove m(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
	***************************************				į	
01	42	65	74	9	09	
03	53	65	18	32	0	
03	55	7.1	59	53	17	
40	52	65	თ	46	33	
05	38	1	65	<b>-</b>	47	
School Total	244	63		46	37	6-
Elem. 1-5 Schools	23,856	09	4	54	51	ဇု

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6
1

Percent At/Above National Norm(NP*50)	*D1ff							-	ဗု
/8 (NP×50)	1993		62	53	27	53	28	4	26
At/Aboval Norm	1992		23	38		27	45	<b>4</b> 3	59
Percent Nation	1991		64	90	59	24	75	65	9
	1990		19	80	7.7	6	56	65	67
Number Tested	1993	1	42	53	09	52	38	245	23,687
	Grade		01	02	03	<b>*</b> 0	92	School Total	Elem. 1-5 Schools

+ Difference = 1993 - 1992



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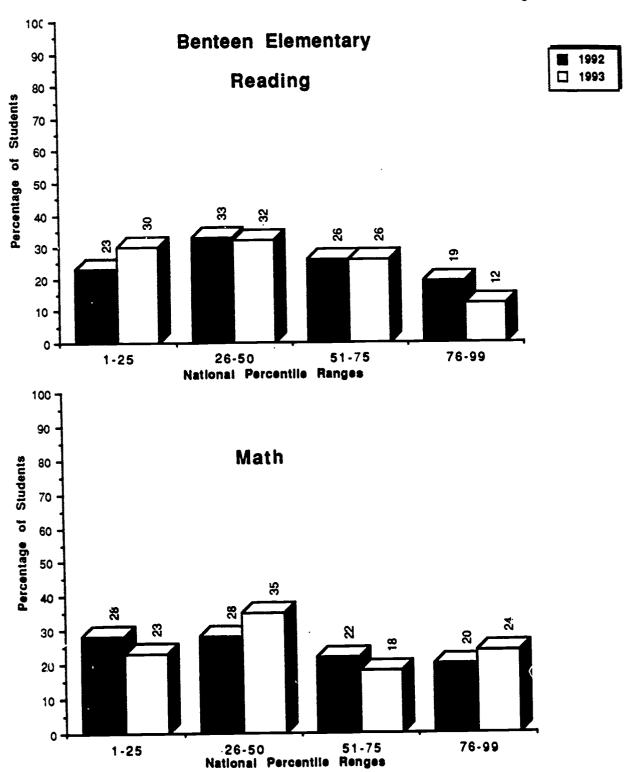


BENTEEN ELEMENTARY SCHOOL 42056 SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*BOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		*	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
č	9	25	63	0	26	65
5 8	7	÷ +	. 7	44	25	57
300	20	ę Ç	<u> </u>	23	5	78
88	7.7	. <del>.</del>	35	47	7	ဓ
. 02	36	8	209	36	21	28
SCHOOL TOTAL	219	87	<b>Q</b>	220	101	46
ELEMENTARY K-5 SCHOOLS 21,280	ILS 21,280	11,200	23	21,123	12, 103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency



Department of Research and Evaluation Deborah Dickson/September 1993



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BENTEEN ELEMENTARY SCHOOL 10/06/93

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

Mathematics	N 1992 1993 Gain	6 24 45 21					Mathematics	1992 1993	476 39 46 7	36 47	39 38	34 35	35 37	35 38	34 39	
	Gatn	12	7	4	81	System		Gain	6	4	-	រភ	4	y	9	o,
<b>D</b>	1992 1993	27	28	28	38		grt	1993	38	39	32	38	34 38	42	9	45
Read	1992	15	21	24	50		Reading	1992	35	35	34	33	34	36	34	36
	z	6	19	on	õ			z	589	574	783	791	738	827	764	883
	Grade	O2 Non SWP	03 Non SWP	04 Non SWP	O5 Non SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	O5 Non SWP	OS SWP

+ Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NON-School Wide Project School(s)



BENTEEN ELEMENTARY SCHOOL

<b>,</b>			Gain	თ		-12	10			Gain	4	e -	8	9
		atics	1993	48	<b>Q</b>	31	51		2	1993	43	34	37	<b>Q</b>
		Mathematics	1992	38	9	<b>4</b> 3	<b>-</b>	4 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6		1992	39	37	32	34
P) Results r Two Years*			z	0	49	7	13			Z	681	707	954	866
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years*	School							System						
dial Educ M ts with I			Gain	9	7	សុ	e			Gain		R	4	7
Remed		t ng	1993	35	33	36	6	1	9	1993	36	35	38	42
		Reading	1992	=	35	<b>‡</b>	46	•	Kead	1992	36	33	32	32
			z	9	15	ō	G			z	857	<b>98</b> 3	1062	1055
			Grade	05	60	8	05			Grade	05	03	8	02

Scores for students in the Program for Exceptional Children are excluded

8/04/93 BENTEEN ELEMENTARY SCHOOL

1992-93 Progression Status Report

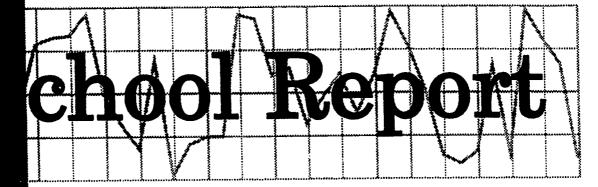
Grades K - 5

Admin. Placed Retained	Percent N Percent	18	294	9 4	4 408	ဇ	7 5 185	15 13	5 113	8 12 11	7 5 82	6 1	1 4 20	8 7 60	1 100
	Percent	79	92	85	89 202	95	91 257	68	92 260	7.1	94 227	7.1	96 191	79 28	200
Promoted	z	69	5, 184	09	4.879	09	4,527	50	4.598	47	4,608	1	4,588	330	
	Grade	K School	System	01 School	System	02 School	System	03 School	System	04 School	System	05 School	System	School	4 1 2 2 2





## ATLANTA PUBLIC SCHOOLS



1992-93

## BETHUNE ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# BETHUNE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Linda D. Ballagas, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Enrollment at the school has continued to decline and the rate of decline has exceeded the rate for system elementary schools.
	The percentage of students on active roll for seven or more attendance periods exceeded the system percentage.
	The percentages of students new to the school and new to the Atlanta Public Schools were lower than system percentages.
	The mobility index and pupil-teacher ratio were lower than those reported for the system.
	• Larger percentages of students were served by the various remedial programs for reading and mathematics, than was true for the system. Bethune was a Chapter I Schoolwide Project site, therefore, all of the students in the school benefited from Chapter I funding.
	Pupil attendance continued to improve, but remained below pupil attendance for the system.
	• Staff attendance declined slightly, but continued to exceed staff attendance for the system.
	Ninety-seven percent of the students were eligible for free or reduced-price lunches.



Critical Questions  Performance-Based Assessment A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?  B. What was the ending performance of kindergarten students in writing?  C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?  Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5  In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?  A. Grade 3	Findings		• The percentages of kindergarten students demonstrating overall capabilities exceeded the system and state percentages for all five capabilities. The percentages of students receiving "Yes" ratings on the key indicators of the structured assessment activities exceeded the system and state percentages for all eight indicators.	<ul> <li>The majority of kindergarten students were rated at Stage 4 (Copier) or Stage 5 (New Word Writer) in their year-end writing performance.</li> </ul>	<ul> <li>Matched results for fiction revealed an overall reduction in the percentage of students scoring in the Needs Improvement category and increases in the percentages of students scoring in the Lower, Middle, and Upper Adequate as well as Excellent categories.</li> </ul>	• Matched results for nonfiction revealed no change in the percentages of students scoring in the Excellent, Lower Adequate, and Needs Improvement categories. There was an increase in the percentage scoring in the Middle Adequate category, but there was a reduction in the percentage scoring in the Upper Adequate category.		• At the third grade, the state g	content area of Mathematics. Quality performance was not achieved in any of the four content areas.	• Strand performance revealed that the state goal was achieved both years for the Literal Comprehension and Reference and Study strands under Language Arts/Reading. In Mathematics, the scores for the strands of Numbers and Number Relations, Operations and Computation, Geometry, Measurement, Probability and Statistics, and Problem Solving met or exceeded the state goal both years. In Social Studies, the average scores for the strands of Citizenship and Skills also met or exceeded the state goal both years. Quality performance was not	achieved for any of the strands assessed.
	Critical Questions	31 I			C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?		Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?			268

Findings		<ul> <li>At the fifth grade, the state goal was achieved in 1992 and 1993 in the content areas of Language Arts/Reading and Health. Quality performance was not achieved in any of the content areas.</li> </ul>	Arts/Reading strands. Quality performance was even achieved for the strand of Literal Comprehension both years. State goal was achieved for the Mathematics strands of Numbers and Number Relations, Measurement, Probability and Statistics, and Problem Solving both years. State goal was also achieved in 1992 and 1993 for the Health strand of Substance Abuse.			<ul> <li>There was a substantial increase in the percentage of students with scores at or above the national norm in reading, while the system registered a loss.</li> </ul>	<ul> <li>In mathematics, there was no change in the percentage of students with scores at or above the national norm, but the system registered a three- point loss.</li> </ul>	• For students who attended the school for seven or more attendance periods, the percentage with scores at or above the national norm was equivalent to the percentage for all students tested at the school in reading and was lower than the percentage for all students tested in mathematics.	<ul> <li>There were decreases in the percentages of students with scores in the two lowest quadrants and there were increases in the percentages in the two highest quadrants in reading.</li> </ul>	<ul> <li>In mathematics, there was a decline in the percentages of students with scores in the first and third quadrants, no change in the second quadrant percentage, and an increase in the highest quadrant percentage.</li> </ul>
Critical Questions	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (Continued)	B. Grade 5		IV. Iowa Tests of Basic Skills (ITBS)	Were there changes in reading/mathematics achievement with respect to the following:	A. Regular-program students?		Students who attended the so seven or more attendance period	C. The percentage of students scoring within each quadrant?	270

	Critical Questions	Findings
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Schoolwide Project	• In reading, there were gains in the average NCE scores of Chapter I students in three of the four grades and the gains exceeded the gains of system Chapter I non-Schoolwide Project (non-SWP) students at grades two and four.
		• In mathematics, an NCE gain was registered at the fourth grade, and this gain did exceed the gain of Chapter I non-SWP students at the fourth grade.
	B. Remedial Education Program (REP)	<ul> <li>The REP students registered a gain in their average reading NCE score for all four grades served and the gain exceeded that of system REP reading students at grades two and four.</li> </ul>
		<ul> <li>In mathematics, REP students demonstrated gains in their average NCE score at grades four and five only. Only the gain at grade four exceeded the corresponding system gain.</li> </ul>
>	VI. Progression Status	
	How did the school's progression status compare to that of the system?	• The overall percentage of students promoted was less than the system percentage, while the percentages of students administratively placed and retained exceeded the system percentages. There were unusually high percentages of students who were administratively placed at the fourth and fifth grades.

-4-

R&E/LDB:If:jep November 9, 1993

## 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

## General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

## Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

## **Progression Status Report**

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR) œ.

ပ

						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH	SCHOOL	382	368	331		- 10.1		-13.4
ALL	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	9-9-	-2,940	-5.3
STA	Œ	YEAR)			-	SCHOOL	ALL ELE	ALL ELEMENTARY
	1 1 2 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
-	PUPILS ON ACTIVE ROLL:		•		1 1 1 1 1		1 1 1 1	!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
	SEVEN OR MORE ATTENDANCE PERIODS	ANCE PERIODS			297	06	27498	87
	LESS THAN SEVEN ATTE	NDANCE PERIOD	õ		<b>9</b>	9	3982	13
,	PUPIL TRANSFERS:							
i		2	SCH00L.		63	6	9541	30
	NUMBER/PERCENT OF PUPILS NEW	9	APS		22	7	3873	12
	MOBILITY INDEX				. 33		.38	
ю	PUPIL-TEACHER RATIO				20.7		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	S.			0	0	111	0
ъ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				331	8	15734	50
	CHAPTER I MATH				331	8	14903	47
	REP READING				62	6	4384	7
	REP MATH				53	<b>16</b>	3768	12
	ATLANTA FAMILY CONNECTION	ECTION			7.4	22	168	-
	AFTER-SCHOOL PGM. FOR	OR SCHOOL-AGE CHILDREN	CHILDREN		0	12	2028	9

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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

c. ST.	STAFF/SCHOOL FACTORS (END OF YEAR)	S	SCHOOL	ALL ELI	ALL ELEMENTARY	
		NUMBER	PERCENT	NUMBER	PERCENT	
	PUPILS IN KINDERGARTEN AND FIRST GRADE:					
	K-GARTEN - APS PRE-SCHOOL	7	22	291	ĸ	
	K-GARTEN - HEAD START		50	389	7	
	K-GARTEN - COMMUNITY PRE-SCHOOL	15	23	2257	42	
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	34	2391	45	
	FIRST GRADE - APS K-GARTEN	63	<b>4</b> 6	4862	06	
	FIRST GRADE - NON-APS K-GARTEN	ო	4	481	σ	
	FIRST GRADE - NO K-GARTEN	-	-	09	-	
ė	PERC		ų C		č	
	1991-92 1992-93		92.6 93.8 93.8		94.5 94.2	
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.6 98.2 98.0		97.2 97.4 4.79	

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty.		
Capabilities	Percer	Percentage Receiving "Yes" Rating	eiving g	
	School	System	State	
				I. Con
1. Communicative	100	93	82	Α. 1
	001	G		B. 1
II. Logical-Mathematical	700	90	90	ن
III. Physical	86	26	96	D.
4				II. Log
IV. Personal	9.4	94	26	<b>A</b>
V. Social	100	94	86	B.
				ن
Total Number Reported	99	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	76
B. Processes Auditory Information	100	92	76
C. Communicates Orally	36	16	76
D. Demonstrates Emergent Literacy	26	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	86	06	16
B. Makes Comparisons	86	91	91
C. Knows Numbers 1 to 10	100	93	33
D. Extends Patterns	100	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104

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## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*

  - relates experiences uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

## III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals,
  - and letters writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

## IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly
  follows classroom rules
  treats others and their belongings with respect

## V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks
  carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.



\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

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I	<b>*</b>	ღ	
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PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT*	END DF KINDERGARTEN - 1993	
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	9	PF	BETHUNE ELEMENTARY SCHOOL
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43063	NUMBER PERCENT	7 10.8	±	18 27.7	17 26.2	15.4	15.4	WRITER 1 1.5	1.5	
BETHONE ELEMENTARY SCHOOL	٠	STAGE 1: PICTDGRAPHIC WRITER	STAGE 3: INVFNTED WORD WRITER	STAGE 4: JPIER	STAGE 5: NEW WORD WRITER	STAGE 6: PHRASE/SENTENCE WRITER	STAGE 7: SIMPLE STORY WRITER	STAGE 8: INTERMEDIATE STORY WRI	STAGE 9: ADVANCED STORY WRITER	TOTAL NUMBER

233

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100.0

## Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language; allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

- Pictographic Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Invented Word Writer Stage 3
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- **New Word Writer** Stage 5
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Phrase/Sentence Writer Stage 6
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Stage 7
- Simple Story Writer Child's story consists of short related sentences.
- Intermediate Story Writer Stage 8
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- **Advanced Story Writer** Stage 9
- Child's story includes a more suphisticated story line with a discernible beginning, middle and end. Child begins to

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

BETHUNE ELEMENTARY SCHODL SCHOOL:

	TOTAL		45	45		6	4		39	33		33	33			157	
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ADEQUATE	MIDDLE	Z	7	17	9	12	++	7	=	Ξ	0	6	5	ო	ć	ນ ເວ 1. ປ	<b>2</b>
	ER	×	0	59	29	25	<b>4</b> 8	-7	5	<b>9</b>	0	36	15	-21	ţ	<u> </u>	: <del>-</del>
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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

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\* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global challenge. Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

		TOTAL		43	43		30	30			73	73	
	ç	SSENT	*	90	44	4	04	50	-20		34	34	0
	1	IMPROVEMENT	Z	13	19	9	12	9	9-		25	25	0
		. ~		56	28	8	27	23	4		26	26	0
		LOWER		=	12	-	ఐ	7	7		19	19	0
20	ш			21	21	0	27	04	13		23	53	ø
ANIGORED RESOLES FOR MON-FICTION	ADEQUATE	MIDDLE	z	o	თ	0	œ	12	4		17	2	4
NESOLIS 1		~		21	7	-14	ဇ	9	7		4	<b>6</b> 0	9
	 	UPPER	z	თ	ო	9-	-	ო	7		10	9	4-
		FN	×	8	0	7	е	7	4		က	ღ	0
BETHUNE ELEMENTARY SCHOOL		EXCELLENT	z	-	0	7	-	7	-		2	8	0
EL EMENTA				4	4	4	S	ស	ស				
ETHUNE				LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL				
SCHOOL: B				PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	i			

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

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+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.



## **School Content Area Summary**

GRADE 3

System Name: ATLANTA CITY

System Code: 761

School Name: BETHUNE ELEM

School Code: 1052

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	itate Goal, dark	shaded an	ea = Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	159 ±3			***	•		
Literal Comp	168 ±3			•	***		
Infer & Crit Comp	155 ±3			***	'	*: . *	
Reference & Study	167 ±2			1		•	
		N = 60		s.	G.=16E	0.7.*156	
MATHEMATICS	165 ±2				***	:	
Numbers & Num Rel	167 ±2				*** ***		
Operations & Comp	171 ±2				, <del> </del>	e de la companya de l	
Geometry	169 ±2	1			***		
Measurement	173 ±2				****	7 4 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Prob & Stat	187 ±2	1			'	estere	
PROBLEM SOLVING	167 ±2				** 44	Francisco	
	_	N = 60			6.=167	Q.P.#132	
SCIENCE	145 ±2			***	-	7 1 W 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Life Science	160 ±2	İ		, ••••	••		
Earth Science	153 ±2	İ		***			
Physical Science	141 ±2	ļ		***			
Prócess Skills	155 ±1			, • <del>•</del> •			
Env/Sci/Tech/Soc	144 ±3			***			
	_	N = 60			g.=167	A.P.#152	
SOCIAL STUDIES	155 ±2		<del></del>	***		%. .w	
Communities	160 ±2			1 ***	••		
Citizenship	165 ±4			,			
American Heritage	153 ±2	1		***	•		
Skills	166 ±2			'	**		
		N = 68		s.	C.=167	Q.P.#142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in eny content area.

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+ = the school score

\*\* = the stunderd error (S.E.

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BETHUNE ELEM

School Code: 1052

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = S	tate Goal Da	irk shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	165 ±3				***		3
Literal Comp	178 ±3				***		
Infer & Crit Comp	163 ±4						1.0
Reference & Study	168 ±2						
		N = 47			S.G. =165	0.F.=198	
MATHEMATICS	170 ±2				anjor	# 1.60 p	
Numbers & Num Rel	173 ±2				••		• • • • • • • • • • • • • • • • • • • •
Operations & Comp	178 ±2	ļ			, sofer	- 12/ Am -	
Geometry	169 ±2				***		
Measurement	175 ±2				***		ć
Prob & Stat	189 ±1				•	erina (no. 1911) ••• Control (no. 1911)	
PROBLEM SOLVING	171 ±2				40-		
		N = 47			S.G.=167	Q.P.=192	
SCIENCE *	148 ±2			**			
Life Science	170 ±2			,	**		
Earth Science	158 ±2			••	<b>∱••</b>	AMARIAN PROPERTY.	
Physical Science	140 ±1			<b>+•</b>	•		
Process Skills	154 ±2			, se <del>j</del> ee			
Env/Sci/Tech/Soc	143 ±3			***			
		N = 47		<u> </u>	S.G.=167	9.P.×192	
SOCIAL STUDIES	163 ±2				•••		
Communities	163 ±2				, s <del>o </del> ss		
Citizenship	175 ±4				*		
American Heritage	162 ±2				, <del>soļas</del>		.;;
Skills	164 ±3	}			, ******		
<del></del>		N = 47			S.G.=167	Q.P.*192	3 · · · · · · · · · · · · · · · · · · ·

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secree are sealed separately and are not simple everages of strand scores.



<sup>† =</sup> the school score

<sup>\*\*\* -</sup> the standard error (S.E.)

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BETHUNE ELEM

School Code: 1052

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal,		ea = Quality Perform	nance
LANG ARTS: READING	171 ±4	100 125 150	175	200	225
	,		****		
Literal Comp	192 ±4			-	
Infer & Crit Comp	167 ±5		*****		
Reference & Study	175 ±2		***		
MATHEMATICS /	163 ±3	N = 50	S.2.=162	8.F.#187	<del></del>
Numbers & Num Rel	169 ±2		****		
Operations & Comp			**		
Geometry	161 ±3		***	7 H. 196 1 N. 196	
	165 ±1		+		
Measurement	164 ±4		****	-30,000 -2000	
Prob & Stat	187 ±3			estate.	
PROBLEM SOLVING	170 ±3		***	Magnetic States	
SCIENCE	153 ±2	N = 49	S.G.=167	A.P.#152	
		•	••		
Life Science	156 ±1	}	+		
Earth Science	160 ±2		**		
Physical Science	161 ±1		+		
Process Skills	158 ±3			100 April 1	
Env/Sci/Tech/Soc	145 ±1	+			
000744 0749780	1.00	N = Sa	3.8.=168	A.P.=153	
SOCIAL STUDIES	151 ±2	•••	•	No.	
Geog Regions	153 ±2	•	••		
Canada Hist/Geog	No report	Strand centains fewer than ten items.		::	
U.S. pre-1791	162 ±1		+	100 cm 100 cm	
U.S. 1791-1875	153 ±1	+	•		
U.S. 1875-1932	159 ±1		+		
U.S. 1932-present	160 ±1		+		
Skills	151 ±4	•	-		
<del></del>	_	M = 50	3.8.=174	4.P.+148	
HEALTH	168 ±2		***	All the second	
Safety	No report	Strand centains fewer then ten iteme.	•	e service.	
Nutrition	167 ±1		+		
Personal Health	No report	Strand centains fewer than ten items.	•		
Substance Abuse	178 ±2				
Growth, Dev & Fem	165 ±1	•	+	esta de la companya d	
Mental Health	He report	Strand centains fewer then ten items.	•		
		N = 50	3.6.=176	8.7.×198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

205

" the school score

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BETHUNE ELEM

School Code: 1052

## **GRADE 5**

Date Printed: 18AUG93

Content Area/	Score/	Light shaded are	a = State Goal Dark	shaded area = Quali	ty Performance
Strand	S.E.		25 150		00 225
LANG ARTS: READING	182 ±4			24377	
Literal Comp	203 ±5			111111	
Infer & Crit Comp	180 ±7	1		*******	
Reference & Study	179 ±2			40 <b>-1</b> 11	
	<u> </u>	N = 34	s.c	=162 Q.F.#18	7
MATHEMATICS	167 ±3			•••••	
Numbers & Num Rel	173 ±2			entre Dang	
Operations & Comp	163 ±2		40-	8	
Geometry	170 ±1		•	* * * * * * * * * * * * * * * * * * *	in two states in the
Measurement	167 ±4		•	oofaano (iii)	
Prob & Stat	192 ±4	1	•		
PROBLEM SOLVING	175 ±4			••••••••• 3 3 3 4 4	and the state of the state of the state of the state of the state of the state of the state of the state of the
		N = 34	s.c	=167 Q.P.*19	 2
SCIENCE	155 ±2		*****	ansi	4.9 °₩ 1.0
Life Science	156 ±1		' <del>• •</del>	3. UAC 1940	
Earth Science	158 ±2		l ***	· · · · · · · · · · · · · · · · · · ·	
Physical Science	164 ±1		•	• ***	
Process Skills	165 ±3			Г <del> </del> 1006	
Env/Sci/Tech/Soc	152 ±1		•†•	177	
		N = 34		.=168 0.P.*19	
SOCIAL STUDIES	154 ±2	11 7 .	***	:	
Geog Regions	163 ±2		l •• <del>†</del>	•	
Canada Hist/Geog	135 ±0		4		
U.S. pre-1791	161 ±1		' • <del>†•</del>	***	
U.S. 1791-1875	152 ±1		***		
U.S. 1875-1932	160 ±2		••••		
U.S. 1932-present	159 ±1		***		
Skills	158 ±4		*****		
		N = 34	•	.=170 Q.P.=15	
HEALTH	170 ±2	· · · · · · · · · · · · · · · · · · ·		•••	
Sfty/Prs/Mntl Hlth	180 ±2			••••	
Nutrition	165 ±1			**	
Substance Abuse	178 ±1			· · · · · · · · · · · · · · · · · · ·	
Growth, Dev & Fam	167 ±1			+	
		N = 33		약 .=170 Q.P.=19	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

296

+ = the school score

\*\*\* \* the standard error (S.E.)

Note: Content Area scores are scaled separately and are not simple averages of strand scores.



Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	1							5	ღ-
Percent At/Above National Norm(NP=50)	1990 1991 1992 1993	;	4	74	17	23	4	4	51
nt At/Ab onal Nor	1992	8	<b>78</b>	34	17	28	24	56	54
Perce	1991		24	57	33	28	29	34	54
	1990	!	9	36	20	4	56	36	09
Number Tested	1993		49	54	47	44	32	241	23,856
	Grade		01	02	03	04	05	School Total	Elem. 1-5 Schools

80
O
<u></u>
_
45
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<b>a</b>
7
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rd .
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	Number		Nation	AT/ADO	refront At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
01	64	54	38	7	4	
02	54	47	45	53	37	
03	47	20	4	32	26	
•	44	29	46	47	52	
92	32	6	33	<b>36</b>	47	
School Total	241	46	<b>‡</b>	9	04	
Elem. 1-5 Schools	23,687	67	09	23	26	ຕຸ

297

\* Difference = 1993 - 1992

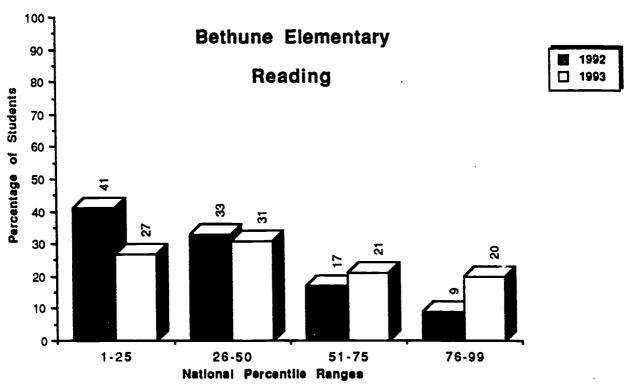
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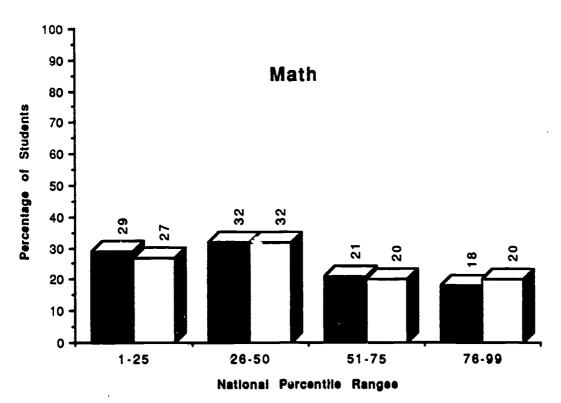
SCHOOL: 43063 BETHUNE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		¥ X	MATHEMATICS	s o
400 000	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE
30 40	123 50					
56	, g	62	4 I	80.	77	10 t
05	84	32	73	84	17	es es
03	4	7	9	44	Ξ	22
0.4	42	9	24	42	22	52
90	30	13	<b>4</b> 3	30	13	<b>4</b> 3
SCHOOL TOTAL	222	06	4	222	8	38
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12,103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

			Gain	7	6	6				Gain	7
		tos	1993	98 8	30	43	33		tics	1993	46
		Mathemat	1992 1993	4	39	34	33		Mathemat	1992	476 39 46
			z	28	15	27	4			z	476
5	1							E	[		
Schoo }								System			
			Gain	56		· 60	4			Gain	က
	•	<b>9</b> 1	1993	19	31	37	39		Ē.	1993	38
		Reading	1992	35 61	31	29	32		Readir	1992 1993	35
			z	30	25	31	18			z	589
			Grade	O2 SWP	O3 SWP	04 SWP	dMS			Grade	02 Non SWP
			<b>5</b>	05	ဗ	9	05			G	8

oys tem		Gain		494	1 556	5	4 670	6 732	747	828
	guing	1993	38	39	32	38	38	42	<b>4</b>	45
	æ									
								827		
		Grade	02 Non SWP	O2 SWP	O3 Non SW	O3 SWP	04 Non Sh	O4 SWP	O5 Non SWP	OS SWP

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\* Scores for students in the Program for Exceptional Children are excluded Key: SWP \* School Wide Project School(s) NonSWP \* NON-School Wide Project School(s)



BETHUNE ELEMENTARY SCHOOL ERIC PRICE PRODUCTION

			Gain		. 41 -	16	8			Gain	4	ဗု	8	ø
		atics	1993	34	33	37	28		atics	1993	43	34	37	9
		Mathematics	1992	34	47	21	<b>5</b> 6		Mathematics	1992	39	37	32	34
4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	·		z	=	9	7	ω			z	681	707	954	866
EP) Resultor Two Yes														
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years*	School							System						
iial Educat Mes s with ITE			Gain	8	-	21	7			Gain		8	4	7
Remec		ğ	1993	47	27	37	36		ing	1993	36	35	39	42
		Reading	1992	59	56	16	59		Reading	1992	36	33	35	32
			z	16	9	Φ	6			<b>z</b>	857	983	1062	1055
			Grade	05	03	0	02			Grade	05	60	9	05

\* Scores for students in the Program for Exceptional Children are excluded



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8/04/93 BETHUNE ELEMENTARY SCHOOL

1992-93 Progression Status Report

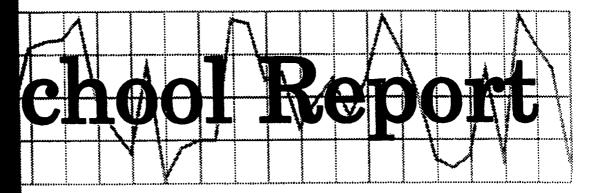
Grades K - 5

			Promoted	Admin. Placed	aced	X B	Retained	Total
Grade	æ	z	Percent	z	Percent -	z	Percent	z
¥	School	99	100					99
	System	5, 184	95			294	വ	5,478
01	School	09	88	-	-	7	ot Ot	89
	System	4.879	88	202	₹ .	408	7	5,489
03	Schoo 1	50	88	3	S.	•	7	57
	System	4,527	91	257	ហ	185	₹	4,969
03	School	46	06	3	9	7	•	51
	System	4,598	92	260	ហ	113	8	4.971
04	School	42	83	7	4-	8	4	51
	System	4,608	94	227	ວ	82	2	4.917
92	School	30	62	8	21			38
	System	4,588	96	191	4	20		4,799
	School	294	68	22	7	15	G	331
	System	System 28,384	66	1,137	4	1, 102	4	30,623

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## ATLANTA PUBLIC SCHOOLS



1992-93

## BLALOCK ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## BLALOCK ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

1. General Descriptive Characteristics  What critical school factors may have influenced student performance?  Solven Bankhead Court	
to 209 students in 1992-9	Blalock completed its first year as a K-5 school in 1992-93 after many years of serving K-7 students. The student enrollment, which was about 500 when Bankhead Courts was a thriving housing community, dropped to 209 students in 1992-93.
• A level of stability for ins vast majority of the stude more of nine attendance from .36 to .25; class size reported to the system's percent was slightly high Staff attendance of 97.3 systemwide.	A level of stability for instruction was maintained during 1992-93, as the vast majority of the students (96 percent) were on active roll for seven or more of nine attendance periods; transfers and withdrawals decreased from .36 to .25; class size averaged about 18 students; no students were reported to the system's suspension file; and student attendance of 95 percent was slightly higher than the average for students systemwide. Staff attendance of 97.3 was the same as the average for teachers systemwide.
Community-based prescle the kindergarten studen attended the Atlanta P percentage of students e experience was reduced to	Community-based preschool programs provided services to 77 percent of the kindergarten students prior to entering school. Another 8 percent attended the Atlanta Public Schools preschool program. Thus, the percentage of students entering kindergarten with no formal preschool experience was reduced to 15 percent.
Instructional support property property property in Exceptions other local projects and sectors.	Instructional support programs included Chapter I, Remedial Education, Program for Exceptional Children, computer-assisted instruction and other local projects and services.

	Critical Questions	Findings
=	Performance-Based Assessment	
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP)	• The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.
	Capabilities of Ney Indicators suggest a need for attention?	The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 39 kindergarten students in five areas. The percentages of students receiving "yes" ratings on the five areas were: Communicative (95 percent), Logical/Mathematical (92 percent), Physical (100 percent), Personal (97 percent), and Social (97 percent). A range of 92 to 95 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
	B. What was the ending performance of kindergarten students in writing?	The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 39 students showed the following number of students in each stage of writing development: Pictographic Writer (2), Scribble Writer (0), Invented Word Writer (2), Copier (6), New Word Writer (0), Phrase/Sentence Writer (4) and Simple Story Writer (25). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students demonstrated skills as Intermediate or Advanced Writers.
	C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.
		• For the fiction reading selection, second, fourth and fifth grade students improved their performance from Needs Improvement to the Adequate and Excellent categories. However, 81 percent of the third graders ended the year with performance in the Needs Improvement category.
		• For the nonfiction reading selection, the majority of the fourth and fifth grade students ended the year with performance in the Adequate category.
		312

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items.
	• The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scores did not meet the State Goal in any content area. However, performance met or exceeded the State Goal criterion for Literal Comprehension in 1992 and Reference and Study Skills in 1993; and three Mathematics strands (Geometry, Measurement, and Probability and Statistics) for 1992 and 1993. Additional strands at the State Goal level in 1993 were Numbers and Number Relations, Operations and Computations, and Citizenship.
B. Grade 5	<ul> <li>For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal performance level in the content areas of Language Arts/Reading, Mathematics and Health. One Language Arts strand, Literal Comprehension, met the Quality Performance level for both years. The Probability and Statistics strand was at Quality Performance for 1993.</li> </ul>

-3-

	Critical Questions	Findings
<u>×</u>	lowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	<ul> <li>As a K-7 school in 1992, the percentages scoring at or above the national norm were 31 for reading and 42 percent for mathematics.</li> </ul>
		<ul> <li>Total school performance on the ITBS for 1993 was 27 percent for reading and 35 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 were as follows:</li> </ul>
		Grade 1 - 74 percent for Reading; 89 percent for Mathematics Grade 2 - 24 percent for Reading; 12 percent for Mathematics Grade 3 - 7 percent for Reading; 8 percent for Mathematics Grade 4 - 6 percent for Reading; 23 percent for Mathematics Grade 5 - 30 percent for Reading; 48 percent for Mathematics
	B. Students who attended the school for seven or more attendance periods?	<ul> <li>Ninety-six percent of Blalock's students remained stable at the school for seven or more of nine attendance periods; that is, 140 or more of 180 days of attendance. The stable group of students contributed to the reading achievement, but scored lower than the total group for mathematics.</li> </ul>
	<ul><li>C. The percentage of students scoring within each quadrant?</li></ul>	<ul> <li>The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading achievement and the same relative level for mathematics.</li> </ul>

-4-

	Critical Questions	Findings
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	
	A. Chapter I - Traditional Program	<ul> <li>Blalock implemented the traditional Chapter I Program in which students in grades 4 and 5 made achievement gains of 5 to 21 NCE points. Second and third grade students showed a decrease for both reading and mathematics.</li> </ul>
		• Chapter I students systemwide showed NCE gains of 1 to 6 NCE points for reading and 2 to 7 NCE points for mathematics. Grade 3 students decreased one NCE point for mathematics.
	B. Remedial Education Program (REP)	• Similar to Chapter I results, REP students in grades 4 and 5 made achievement gains, while students in grades 2 and 3 showed a decrease for both reading and mathematics.
		• REP students systemwide gained 2 to 7 NCE points for reading and 2 to 5 NCE points for mathematics. Second grade reading remained at the same level and third grade mathematics decreased.
VI.	Progression Status	
	How did the school's progression status compare to that of the system?	<ul> <li>Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.</li> </ul>
		• A range of 92 to 100 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 92 percent were promoted. Eight percent were retained.
		• For total school in 1993, 97 percent were promoted, 1 percent were administratively placed and 2 percent were retained. Systemwide, 93 percent were promoted, 4 percent were administratively placed, and 4 percent were retained.

## 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

## General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

## Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

## **Progression Status Report**

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.





## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						ENCE	
		1990-91	1991-92	1992-93	2 YEARS	1	PERCENT 3 YEARS PERCENT	PERCENT
		1 1 1 1 1			1 1 1 1	1 1 1 1	1 1 1 1 1 1	
	SCHOOL	389	352	500	- 143	-40.6	- 190	-47.6
	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3
ပ	STAFF/SCHOOL FACTORS (END OF	OF YEAR)			-	SCHOOL	ALL ELE	ALL ELEMENTARY
					NUMBER	PERCENT	NUMBER	PERCENT
	1. PUPILS ON ACTIVE ROLL:	• •						
	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ENDANCE PERIODS	S		500 800	96	27498 3982	67 13
	2. PUPIL TRANSFERS:				ç	¢	4	ć
	NEMBER/PERCENT OF PUPILS NEW	PUPILS NEW 10 %	TO SCHOOL TO APS			o 01	3873	12 5
	MOBILITY INDEX		) ;		. 25	ı	.38	
	3. PUPIL-TEACHER RATIO				17.4		22.2	
	4. OUT-OF-SCHOOL SUSPENSIONS	10NS			0	0	111	•
	5. PUPILS IN PROJECTS:							
	CHAPTER I READING	(4			122	89	15734	50
	CHAPTER I MATH				<b>4</b> 9	31	14903	47
	REP READING				67	32	4384	7
	REP MATH				4	31	3768	12



08/06/93 BLALDCK ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

	SCHOOL	ALL ELE	ALL ELEMENIAKY
NUMBER	PERCENT	NUMBER	PERCENT
1 1 1 1 1 1 1 1 1	! ! !	:	
m	<b>cc</b>	291	ĸ
•	0	389	7
90	7.7	2257	42
.· · ·	<b>5</b>	2391	45
46	2	4862	<b>6</b>
a	ø	481	Ø.
•	•	09	-
	93.1 93.7		4. 40 4. 4. 4
	97.79 7.79 87.79		97.2 97.4 97.4
PUPILS IN KINDERGARTEN AND FIRST GRADE:  K-GARTEN - APS PRE-SCHOOL  K-GARTEN - HEAD START  K-GARTEN - COMMUNITY PRE-SCHOOL  K-GARTEN - NO PRE-SCHOOL TO 6 MONTH  FIRST GRADE - APS K-GARTEN  FIRST GRADE - NON-APS K-GARTEN  FIRST GRADE - NON-APS K-GARTEN  FIRST GRADE - NON-APS K-GARTEN  FIRST GRADE - NO K-GARTEN  FIRST GRADE - NO K-GARTEN  FIRST GRADE - NO K-GARTEN  FIRST GRADE - NO K-GARTEN  1990-91  1991-92  1991-92  1991-92	ν	6 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	3 8 2 0 0 3 30 77 22 34 94 48 0 0 0 0 0 0 93.1 93.7 94.9 97.2



# Georgia Kindergarten Assessment Program

	eiving Ig	State	92	93	96	92	93	95,915
ty.	Percentage Receiving "Yes" Rating	System	63	93	67	94	94	5,325
Overall Capability	la Jested	School	98	92	100	26	26	39
Overall	Capabilities		I. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	V. Social	Total Number Reported

Structured Assessment Activities*	nt Activit	lies*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 18
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	36	93	62
B. Processes Auditory Information	92	92	85
C. Communicates Orally	95	91	<b>76</b>
D. Demonstrates Emergent Literacy	82	90	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	92	06	16
B. Makes Comparisons	<b>76</b> .	91	91
C. Knows Numbers 1 to 10	85	93	66
D. Extends Patterns	92	92	86

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383.104
7/12/93

325

## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

## **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in

  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - I dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

## 11. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - I demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

## III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling
  D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

## IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers

    attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks carries out tasks to completion that are assigned by the teacher
- \*Shills Assessed with Structured Assessment Activities.



8/18/93

1			

			NUMBER	PERCENT
STAGE	<del></del>	STAGE 1: PICTDGRAPHIC WRITER	8	5.1
STAGE 3:	.: ::	INVENTED WORD WRITER	8	5.1
STAGE 4:	<del></del>	COPIER	ø	15.4
STAGE 6:	 <b>9</b>	PHRASE/SENTENCE WRITER	•	10.3
STAGE 7:	7:	SIMPLE STORY WRITER	25	64.1
		TOTAL NUMBER	33	100.0

328

\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE



7/21/93

# Stages of Writing Development

to make judgments about the child's written language fluency, imaginative thinking and knowledge of Tetter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Stage 2 Scribble Writer
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Stage 3 Invented Word Writer
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4 Copier
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 5 New Word Writer
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 6 Phrase/Sentence Writer
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Stage 7 Simple Story Writer
- Child's story consists of short related sentences.
- Stage 8 Intermediate Story Writer
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Stage 9 Advanced Story Writer
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.



SURVE	RIBUTI
ADING	DISTRIBUT
PERIODIC READING	CATEGORY
PERIO	
LANGUAGE	PERFORMANCE
WHOLE	

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PAGE

EY RESULTS ION MATCHED RESULTS FOR FICTION

BLALOCK ELEMENTARY SCHOOL

SCHOOL:

282 39 11 28 ×855 LOWER z ~ e 4 ന മെ പ **44** 6 300 \* 20 57 37 446 23 16 -7 4 8 6 -**ADEQUATE** MIDDLE 9 9 4 74° x ကြောက် ~ ro ci 24 8 000 32 UPPER z ω σ 4 000 254 4 0 0 \*000 000 23 19 19 099 EXCELLENT z 000 000 7 5 9  $\sigma \sigma \sigma$ 9 9 9 LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE

90

NEEDS IMPROVEMENT N % 12 40 1 3

TOTAL

36 36

81 81

16 29 13

332

333

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC CALL SENT PROVIDED BY ERIC

10/11/93

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## ERIC Full Text Provided by ERIC

## Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

WHOLE LANGUAGE PERIODIC READING	PERFORMANCE CATEGORY DISTR	
WHOLE		

LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

PAGE

BLALOCK ELEMENTARY SCHOOL SCHOOL:

	TOTAL	č	3.1	E		21	21		52	25
2	MENT	<b>3</b> 4 (	77	9	7	62	38	-24	27	21 -6
N	IMPROVEMENT	z `	_	က	64	13	<b>∞</b> :	٠ ت	4	- <del>1</del> 1
		<b>}</b> €	77	5	7	0	<b>♀</b>	0	φ	ō <b>4</b>
1	LOWER	z <sup>°</sup>	-	ო	6	<b>8</b>	8	0	ო	ស ឧ
ATE		*	32	16	- 19	24	33	თ	31	. 23 - 8
ADEQUATE	MIDDLE	z :	=	ហ	9-	ស	7	8	16	27
		<b>*</b>	32	45	10	S	<del>1</del>	<b>7</b>	23	35 12
	UPPER	Z	<del>-</del>	7	ო	-	◀	ო	12	8 6
	ENT	<b>&gt;</b> e	23	6	<b>4</b>	0	0	0	13	1 T
	EXCELLENT	z	7	9	7	0	0	0	7	<b>φ</b> <del>-</del> 7
			4	4	<b>▼</b>	S.	ຜ	S.		
				LEVEL		LEVEL	LEVEL	LEVEL		
			PRETEST	POSTIEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE		

336

337

10/11/93

## **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

Systam Code: 761

School Name: BLALOCK, ALFRED ELEM

School Code: 4052

Date Printed: 24NOV92

REVISED (Social Studies ONL

Content Area/ Strand	Score/ S.E.	Light shade	ed area = St 125	tate Goal, dark 150	shaded area	= Quality Perform	<b>nance</b> 22
LANG ARTS: READING	152 ±3			***			
Literal Comp	163 ±3	Į.		•••	+	Made 1	
Infer & Crit Comp	148 ±4	Į		****			
Reference & Study	162 ±2	M = 44		•	<del> </del> 9.2165	<b></b>	
MATHEMATICS	157 ±3			***			
Numbers & Num Rel	163 ±3	1		' <b>**</b>	+		
Operations & Comp	162 ±2	1		•••	<del></del>	* **	
Geometry	165 ±2				•••		
Measurement	169 ±3				***		
Prob & Stat	181 ±2				· · ·	e e e e e e e e e e e e e e e e e e e	
PROBLEM SOLVING	159 ±3			***	•		
		H = 46		<u>.</u>	0.=167	2.P.#152	
SCIENCE	141 ±2		-	**			
Life Science	161 ±2			•••	les		
Earth Science	150 ±2						
Physical Science	139 ±2						
Process Skills	152 ±1			+			
Env/Sci/Tech/Soc	139 ±3			***			
		M = 46			0.=167	<b>6.</b> ₽.±152	
SOCIAL STUDIES	146 ±3			***		4.	
Communities	152 ±2			***		• • .	
Citizenship	155 ±5	1		*****	1		
American Heritage	152 ±2			** **		et et en en en en en en en en en en en en en	
Skills	161 ±3			***	<del> </del>		
·		N = 46			9.=167	4.P.#1#2	

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

† = the school score

see = the standard error (S.E.)



## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BLALOCK, ALFRED ELEM

School Code: 4052

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	led area ≖ Si	iate Goal Dari	shaded area :	= Quality Perfo	rmance
Strand	S.E.	100_	125	150	175	200	225
LANG ARTS: READING	150 ±3			•••			
Literal Comp	161 ±3	ļ		••••	•••	•	
Infer & Crit Comp	146 ±3	İ		***			
Reference & Study	163 ±2				<del>- </del>		
<u> </u>		N = 40		_\$.	6.±165 0	.F. =198	_
MATHEMATICS	161 ±3			•••	••••		
Numbers & Num Rel	169 ±3			•	000 100		
Operations & Comp	165 ±3				***		
Geometry	172 ±2				• <del>• ••</del>		
Measurement	169 ±2				***		
Prob & Stat	182 ±2				*		
PROBLEM SOLVING	160 ±2			•••	•		
		N = 41		•		1.P.×192	
SCIENCE *	142 ±2			***			
Life Science	163 ±1			•	+		
Earth Science	155 ±2			***	•		
Physical Science	143 ±2	İ		•••			
Process Skills	151 ±2						
Env/Sci/Tech/Soc	139 ±3	1		****			
		N = 48			9.=167	9.P. ±192	
SOCIAL STUDIES	152 ±3			****			
Communities	154 ±2			***		1800 m	
Citizenship	162 ±4	}		,	<del></del>	120 1 20	
American Heritage	157 ±2			***	•	Qui e	
Skills	163 ±3			` ,	<del></del>		
		N = 41			.G.=167 0	.P.=152	

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are sealed separately and are not simple averages of strand secres.



<sup>† -</sup> the school score

<sup>• • •</sup> the standard error (S.E.)

## **School Content Area Summary**

ry

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: BLALOCK, ALFRED ELEM

School Code: 4052

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded a	•
LANG ARTS:READING	169 ±4		200 225
Literal Comp	195 ±5	****	
Infer & Crit Comp	162 ±5		····
Reference & Study	175 ±2		
		N 5 46 S.S. 5162	A.F.#187
MATHEMATICS	167 ±2	***	
Numbers & Num Rel	174 ±2		
Operations & Comp	165 ±2		
Geometry	167 ±1	***	
Measurement	167 ±4	+	
Prob & Stat	188 ±3		and the contract of the contra
PROBLEM SOLVING	175 ±3		
		H = 46 S.B.=167	4.P.#182
SCIENCE	149 ±2	***	
Life Science	156 ±1	+	
Earth Science	154 ±1	T	
Physical Science	160 ±1	T	
Process Skills	155 ±3	T	
Env/Sci/Tech/Seg	146 ±1	+	
		N = 46 S.B. 2168	4.7.+153
SOCIAL STUDIES	148 ±2	40 40	
Geog Regions	151 ±2	***	
Canada Hist/Geog	No report	Strand centains fower than ten items.	
U.S. pre-1791	160 ±1	*	
U.S. 1791-1875	152 ±0	, T	
U.S. 1875-1932	158 ±1	+	
U.S. 1932-present	159 ±1	+	:
Skills	148 ±4	***************************************	
		N + 46 S.B. #178	8.P. #19E
HEALTH	169 ±2	10/100	
Sefety	No report	Strand contains fower than ten items.	
Nutrition	168 ±1	+	
Personal Health	No report	Strand contains fower than ten items.	·
Substance Abuse	178 ±2	_	·ļev
Growth, Dev & Fam	161 ±1	+	•
Mental Health	No report	Strand contains fower than ten items.	
	1	N = 46 S.0.=170	0.P.=198

Taking into account the stendard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>••• •</sup> the standard error (S.E.)



<sup>+ .</sup> the school score

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BLALOCK, ALFRED ELEM

School Code: 4052

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.		ded area = St	ate Goal	Dark shaded an	ea = Quality Perfor	mance
		100	125	150	175	200	22
LANG ARTS: READING	175 ±6				******		
Literal Comp	195 ±6					***************************************	
Infer & Crit Comp	167 ±9	1			***********		
Reference & Study	179 ±3	1				•	
		N = 26			<del></del>	<del>. 0.<i>°.</i>×16</del> 7	
MATHEMATICS	165 ±3	1			******		
Numbers & Num Rel	170 ±2	Į.					
Operations & Comp	164 ±3				***		
Geometry	168 ±2	Į.			•		
Measurement	163 ±5				******		
Prob & Stat	194 ±4	Į.					
PROBLEM SOLVING	175 ±4					1000\$0070	
		N = 26				0.F.×142	
SCIENCE	151 ±2			***		W+F + *4.7%	
Life Science	158 ±1				aia .		
Earth Science	153 ±2			•••	• <del>•</del> •		
Physical Science	164 ±1			-4-		•	
Process Skills	162 ±3				***		
Env/Sci/Tech/Soc	149 ±1			++	***	•	
		N = 26		1₹	S.G.=168	0.P.*193	
SOCIAL STUDIES	152 ±2			**			
Geog Regions	162 ±2			7			
Canada Hist/Geog	135 ±1				** **	* · · · ·	
U.S. pre-1791	163 ±1		7		++	·	
U.S. 1791-1875	152 ±1	ţ		سلم	Т*		
U.S. 1875-1932	155 ±2	-	•	***	ion	•	
U.S. 1932-present	159 ±2	-		•	i - estes	•	
Skills	154 ±5					٠.	
		N = 26			S.G.=170	0.P.=19£	
HEALTH	170 ±2	1					
Sfty/Prs/Mnt1 H1th	175 ±2	1			**		
Nutrition	166 ±1	1			***	•	
Substance Abuse	181 ±2				**		
Growth, Dev & Fam	167 ±1	1			<b>45</b> ≟ام	T* ·	
		N = 26			+ 5.8.=170		

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

Mote: Centent Area secree are scaled separately and are not elaple averages of strand secree.



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<sup>† -</sup> the school seers

<sup>\*\*\* \*</sup> the standard error (\$.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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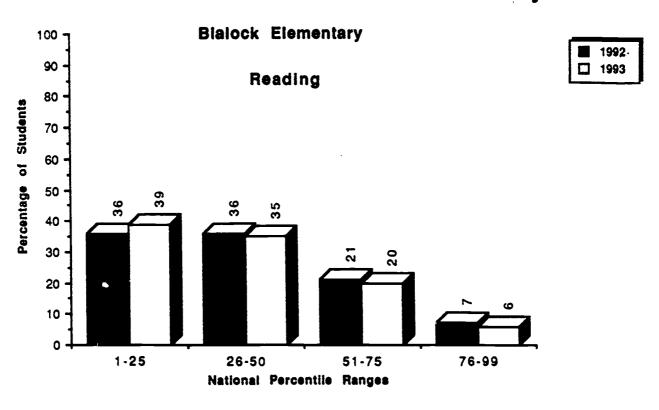
		Number Tested		Perce	nt At/Ak onal Nor	Percent At/Above National Norm(NP=50)	•
	Grade	1993	1990	1991	1992	1993	*01ff
		30	7.0	6	35	7	
	- (	) (			} 6	: 3	
	02	en en	9	<u>.</u>	, ,	77	
	03	42	23	39	8	7	
	**	35	39	<b>58</b>	12	g	
	05	27	19	24	39	30	
	90		37	6	32		
	70		48	42	21		
	School Total	172	37	30	31	27	1.4
	Elem. 1-5 Schools	23,856	9	54	5.4	51	ල 
		Number Tested		Percen	Percent At/Above National Norm(NP=50)	,ve 1(NP=50)	
	epa19	1993	1990	1991	1992	1993	*01ff
	01	35	08	<b>4</b> 6	56	68	
	02	33	50	<b>Q</b>	63	12	
	03	40	4	8	16	ω	
	**	35	43	ტ	33	23	
	05	27	45	59	38	48	
	90		37	33	37		
	07		65	47	45		
342	School Total	170	52	<b>;</b>	42	35	-7
	Elem. 1-5 Schools	23,687	67	9	29	99	ę,
			C.	c			

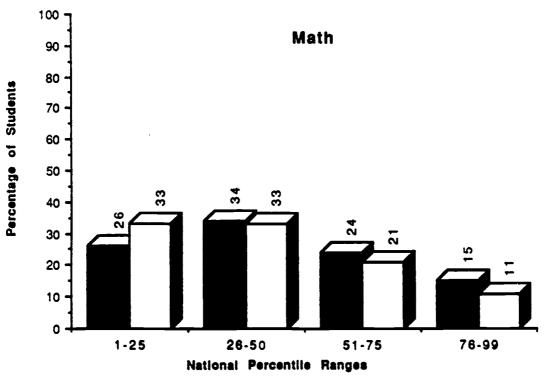
SCHOOL: 43077 BLALOCK ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		¥ <b>E</b>	MATHEMATICS	s S
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
0	35	24	75	32	28	88
05	31	7	73	31	က	9
03	7	ო	7	39	ო	60
Š	33	-	က	33	7	21
02	25	60	32	25	12	48
SCHOOL TOTAL	162	43	27	160	53	33
ELEMENTARY K-5 SCHOD	SCH0DLS 21,280	11,200	53	21,123	12,103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993



BLALOCK ELEMENTARY SCHOOL 10/06/93 Chapter I Results Mean NCE Gains Students with ITBS Results for Two Vears∗

School

Mathematics	2	9 38 22 -16					Mathematics	1992 1993	476 39 46 7	36 47	39 38	34 35	35 37	35 38	34 39	
	Ga tn	-13	ខ	ഗ	ഹ	System		Gain	6	4	-	ß	4	g	9	o
Reading	1993	35 22	27	39	7		Reading	1993	35 38	39	35	38	38	42	0	45
Rea	N 1992	10 35	28 32	24 34	23 36		Rez	N 199	589 35	574 35	783 34		738 34	827 36	764 34	98 36
	Grade	O2 Non SWP	03 Non SWP	04 Non SWP	O5 Non SWP			Grade	02 Non SWP		O3 Non SWP		O4 Non SWP	O4 SWP	OS Non SWP	OS SWP

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

347



Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

			Gain	- 19	-10	<b>60</b>	<b>60</b>				Gain		၉	Ø	
		atics	1992 1993	23	30	<b>∓</b>	51			atics	1993	39 43	34	37	
		Mathematics	1992	42	0	33	<b>4</b> 3			Mathem	1992	39	37	35	
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	School								System						
			Gain	-17	សុ	ស	7				Gain		7	4	
		<b>D</b>	1993	23	24	38	•			t ng	1993	36 36	35	38	
		Reading	1992 1993	<b>Q</b>	29	33	33			Read	1992	36	33	35	
			z	=	<b>2</b>	25	7				z	857	983	1062	
			Grade	05	03	8	02				Grade	05	03	8	

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+ Scores for students in the Program for Exceptional Children are excluded



1992-93 Progression Status Report

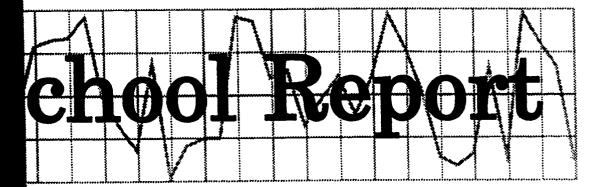
Grades K - 5

		Pro	Promoted '	Admin. Placed	peod	X.	Retained	Total
Grade		z	Percent	z	Percent	Z	Percent	z
7;	School	36	92			ო	<b>6</b> 0	39
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10	School	33	<b>7</b> 6	2	9			35
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02	School	33	8					33
		4,527	16	257	ស	185	•	4,969
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\$0	School	1 26	500					26
	System	a, 4,588	96	161	•	20		4,799
	School	1 203	97	2	-	4	8	500
	Syste	System 28.384	83	1, 137	•	1, 102	₹	30,623





## ATLANTA PUBLIC SCHOOLS



1992-93

## BURGESS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## BURGESS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings	
I. General Descriptive Characteristics		
What critical school factors may have influenced student	<ul> <li>Student enrollment declined over a three-year period.</li> </ul>	
periormance?	• The mobility index of .32 for Burgess was lower than the system index (.38). However, 16 percent of the students were enrolled at Burgess less than seven attendance periods.	
	<ul> <li>Twenty-nine percent of the kindergarten students attended the preschool program based at Burgess. However, 50 percent of the kindergarten students entered school with no preschool experience.</li> </ul>	
	<ul> <li>All but one first grade student previously had attended kindergarten.</li> </ul>	
	<ul> <li>Student attendance decreased slightly and was the same as the system average.</li> </ul>	
	<ul> <li>Staff attendance increased to 98.7 percent and remained above the system average.</li> </ul>	

EK Full Text Provide	ED	
	Critical Questions	Findings
<u> </u>	II. Performance-Based Assessment	
	<ul> <li>A. Do any of the Georgia Kindergarten Assessment         Program (GKAP) capabilities or key indicators         suggest a need for attention?     </li> </ul>	<ul> <li>Over 90 percent of the kindergarten students demonstrated overall capability in the five major areas assessed by GKAP. Within the Logical-Mathematical Capability, special attention may be needed in the area of Sorting Sets of Objects.</li> </ul>
	B. What was the ending performance of kindergarten students in writing?	• By the end of the school year, approximately 80 percent of the kindergarten students were Stage 6, Phrase/Sentence Writers or above. The majority of students were at Stage 7, Simple Story Writers.
-2-	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• At the end of the year, more students were in the Lower Adequate and Needs Improvement categories than at the beginning of the year. The only grade level with an increased number of students scoring in the Excellent category at the end of the year was grade 4 in the area of fiction.
•	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
	A. Grade 3	• Taking into account the standard error, grade 3 students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics. Strands for which the state goal was met or exceeded both years included
	356	all strands in the areas of Language Arts and Mathematics, the Life Science strand in the area of Science and the Citizenship strand in the area of Social Studies. Quality performance was indicated in the Probability and Statistics strand (Mathematics) in 1992 only.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
B. Grade 5	• Taking into account the standard error, students' scores in grade 5 met or exceeded the state goal in both 1992 and 1993 in the area of Language Arts. The state goal also was met or exceeded in the area of Mathematics in 1992 and in the area of Health in 1993. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts), Numbers and Number Relationships, Probability and Statistics, Geometry, and Problem Solving (Mathematics) and Substance Abuse (Health). Quality performance was indicated in the area of Language Arts in 1992 only, and in the Literal Comprehension strand and the Probability and Statistics strand in both 1992 and 1993.
IV. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was a 5-point decrease in the percentage of students scoring at or above the national norm in reading. Overall, 57 percent of the students had scores at or above the national norm. In mathematics, there was a 6-point increase in the percentage of students scoring at or above the national norm. In both reading
358	goal.

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Critical Questions	Findings
IV. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following: (continued)	
B. Students who attended the school for seven or more attendance periods?	When compared to the performance of the entire student body tested, the achievement level of students enrolled at least seven attendance periods was slightly higher in both reading and mathematics.
C. The percentage of students scoring within each quadrant?	In reading, the biggest shift in student performance from 1992 to 1993 was the decrease in the percentage of students with scores in the third quadrant (51st to 75th percentile range). In mathematics, the greatest increase was in the percentage of students with scores in the highest quadrant (76th to 99th percentile range) and the greatest decrease was in the lowest quadrant (1st to 25th percentile range).
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	Students receiving services through the Chapter I Program made NCE gains in reading and mathematics at all grade levels. Overall, these gains were greater than those made by similar Chapter I students systemwide.
B. Remedial Education Program (REP)	Similarly, the NCE gains made by REP students at Burgess were greater than those made by REP students systemwide in all grade levels in both reading and mathematics.

Critical Questions	Findings
VI. Progression Status  How did the school's progression status compare to that of the system?	Overall, 92 percent of the students were promoted to the next grade as compared to 93 percent systemwide. The largest percentage of retained students was in the first grade.

CV:sm - SR#12 Department of Research and Evaluation October 26, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



OB/OG/93 BURGESS ELEMENTARY SCHOOL

ERIC Fruil Text Provided by ERIC

GENERAL DESCRIPTIVE CHARACTERISTICS

. GRADES (K-5) PRE-K (APS PRE-SCHOOL) B. ACTIVE ENROLLMENT (END OF YEAR)

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į	\$ 5 5 0 0 0 3 0 0 2 0 0 0 0 0 0 0 0 0 0 0 0 0					DIFFERENCE	:	1
		1990-91	1991-92	1992-93	2 YEARS	PERCENT		PERCENT
SC	SCHOOL	232	211	203	-2.341		-2.940	- 12.5
STA	ACTORS (END OF	YEAR)				SCHOOL	ALL ELE	ALL ELEMENTARY
į					NUMBER	PERCENT	NUMBER	PERCENT
÷	1. PUPILS ON ACTIVE ROLL:	oce perions			170		27498	20.7
	LESS THAN SEVEN ATTEN	DANCE PERIOD	S		33	16	3982	÷
4	2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS MAMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO NEW TO	SCHOOL		4 2 6. 2 2 3	25 11	9541 3873 38	30 13
e,	PUPIL-TEACHER RATIO				22.6		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS				0	0	==	0
Š.	PUPILS IN PROJECTS:							
	CHAPTER I READING				<b>6</b> 6	61	15734	20
	CHAPTER I MATH				17	∞	14903	47
	REP READING				27	<b>£</b>	4384	<b>=</b>
	REP MATH				5	9	3768	12
	BILINGUAL				-	•	748	8



## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STA	STAFF/SCHOOL FACTORS (END OF YEAR)	SC	SCHOOL	ALL EL	ALL ELEMENTARY
-	; ; ; ; ; ; ; ; ; ;	NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL	12	53	291	ស
	K-GARTEN - HEAD START	7	ĸ	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	4	11	2257	45
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	20	2391	45
	FIRST GRADE - APS K-GARTEN	32	68	4862	06
	FIRST GREDS NON-APS K-GARTEN	က	œ	481	σ
	FIRST GRADE - NO K-GARTEN	-	m	09	-
ø <sup>.</sup>	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 ·		00 00 00 7. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.		94.4 94.1 94.2
٦.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-32 1992-93		97.7 97.6 98.7		97.2 97.4 4.79



# Georgia Kindergarten Assessment Program 1993

			-i			Ë		
	iving g	State	92	93	96	92	93	95,915
ty.	Percentage Receiving "Yes" Rating	System	93	93	26	94	94	5,325
Overall Capability	Percei	School	92	95	100	91	93	43
Overal	Capabilities		1. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	V. Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 1g
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	36	93	76
B. Processes Auditory Information	66	85	76
C. Communicates Orally	91	91	76
D. Demonstrates Emergent Literacy	86	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	84	06	16
B. Makes Comparisons	93	16	91
C. Knows Numbers 1 to 10	100	83	93
D. Extends Patterns	95	82	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104

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### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  recalls auditory sequences of letters, words, numbers, and rhythmic patterns
  discriminates similarities/differences in
  - words
  - follows one- and two-part oral directions
     repeats words and phrases presented orally
- C. Communicates Orally
  - uses lar guages for social interaction retells stories

  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  Sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\* matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
     manipulates simple objects
- B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across
- from, top, and bottom C. Performs Basic Locomotor Skills
  running, walking, hopping, jumping,
  sliding, galloping, leaping, crawling, and
- rolling D. Performa Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue anxiety or fear
- plays well with other children

  B. Initiates Independent Activities
   chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks I carries out tasks to completion that are assigned by the teacher
- Shills Assessed with Structured Assessment Activities.

\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

ATLANTA PUBLIC SCHOOLS			42119
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0			
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ပ	뿔	5	
S	9	ı	
ပ	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	
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ب			BURGESS ELEMENTARY SCHOOL
-			9
<			3
			82

STAGE 6: PHRASE/SENTENCE WRITER STAGE 7: SIMPLE STORY WRITER STAGE 8: INTERMEDIATE STORY WRITER	e e e e	7.0
		1.0

## Stages of Writing Development

ERIC
Full Text Provided by ERIC

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

## Description of Wireland Stages

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Stage 2 Scribble Writer
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Stage 3 Invented Word Writer
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4 Copier
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 5 New Word Writer
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 6 PhraselSentence Writer
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Stage 7 Simple Story Writer
- Child's story consists of short related sentences.
- Stage 8 Intermediate Story Writer
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Stage 9 Advanced Story Writer
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

R&E: jep 8/16/93 #441-107



WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

NEEDS				4 17	
			3 13	22	o
			90	30	0
	MIDDLE	z	7	7	0
	UPPER		7 30		
	LLENT	×	6	6	0
	EXCELLENT	z	7	~	0
				EL 2	

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€.78 8.78

10/11/93

BURGESS ELEMENTARY SCHOOL

SCHOOL:

### ERIC AFUIL TEACH FOR THE PROPERTY OF THE PROPE

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth. Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

WHOLE LANGUAGE PERIDDIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

BURGESS ELEMENTARY SCHOOL

SCHOOL:

	TOTAL	03	3 6	3		27	27		20	06
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3	IMPROVEMENT	z <sup>c</sup>	۰ د	- •	-	ß	۲ (	7	ຜ	ထေက
		<b>3</b> 8 <del>-</del>	<u>-</u> '	• (	- 13	19	4 (	77	8	4 9 9
	LOWER	z`	•	- (	m '	ນ	= '	ø	o	2 <u>.</u> e
TE	ш	<b>*</b>	97		11	44	22	- 22	36	37
ADEQUATE	MIDDLE	z '	<b>9</b>	2	<b>→</b>	12	φ.	φ	18	<del>1</del> 5
	· ·	<b>&gt;</b> ¢ (	32	38	<b>→</b>	51	=	7	24	40
	UPPER		<b>co</b>	<b>o</b>	<del>-</del>	4	ო	7	12	<u>4</u> 0
	ENT	<b>&gt;</b> e	22	თ	<u>.</u>	4	0	7	12	4 8
	EXCELLENT	Z	ស	a	ဗု	-	0	7	9	4
			4	4	<b>→</b>	ıc	ı LO	ស		
			LEVEL	LEVEL	LEVEL	FVFI	LEVEL	LEVEL		
			PRETEST	POSTTEST		DOETEST	POSTTEST	DIFFERENCE		

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### School Content Area Summary

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: BURGESS ELEM

School Code: 1054

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area ≍ S	tate Goal, dark	shaded area =	Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	169 ±4				****		
Literal Comp	177 ±4	1			*********		
Infer & Crit Comp	164 ±4			••	******	•	
Reference & Study	176 ±2				· *******		
		N = 40			•	P.=196	
MATHEMATICS	176 ±4				****	.: .	
Numbers & Num Rel	176 ±3				***		
Operations & Comp	177 ±3				reajese		
Geometry	176 ±2				** **		
Meesurement	177 ±3				****	.:	
Prob & Stat	190 ±2				•	erica:	
PROBLEM SOLVING	174 ±4				****	•	
•		N = 40		s.	8.=167 <sup>1</sup> 8.	P.#132	
SCIENCE	151 ±2		•	••			
Life Science	165 ±2	1		•	** **	ii.	
Earth Science	156 ±3			***	•	:	
Physical Science	142 ±2			***			t .
Process Skills	159 ±1	ļ		· ••			
Env/Sci/Tech/Soc	146 ±4			****		** **.	
		N = 40		•	G.=167 <b>G</b> .	P.#152	
SOCIAL STUDIES	160 ±3	1		••••	•••		
Communities	161 ±2			•	••		
Citizenship	170 ±4			•	****		
American Heritage	158 ±2	1		•• ••	•	Tally and the	
Skills	172 ±3				440 444		
		N = 40		\$.	C.=147 Q.	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

383

† • the school score

ERIC
Full Text Provided by ERIC

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BURGESS ELEM

School Code: 1054

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = State	Goal Dar	k shaded area	= Quality Perfor	mance
Strand	S.E.	100	125_	150	175	200	225
LANG ARTS: READING	169 ±4		_		***		
Literal Comp	176 ±4				****		
Infer & Crit Comp	166 ±4				*****		
Reference & Study	174 ±2				, <del> </del>		
		M = 34			G.=165	9.P.×198	
MATHEMATICS	167 ±3	}			***	51 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1 5 1	
Numbers & Num Rel	175 ±3				, weefeen		
Operations & Comp	173 ±3				****		
Geometry	168 ±2				** **	(1000 to 1000	
Measurement	171 ±3						
Prob & Stat	188 ±2				•	**	
PROBLEM SOLVING	170 ±3				***		
	<u> </u>	N = 34			.G.=167	9.7.1192	
SCIENCE *	148 ±2			***			
Life Science	168 ±2			•	**		
Earth Science	158 ±2	1		***	•		
Physical Science	144 ±2			•••			
Process Skills	151 ±2			***			
Env/Sci/Tech/Soc	151 ±4			****		0.000 mm (1)	
		N = 36			.0.=167	Q.P. #192	
SOCIAL STUDIES	158 ±3			***	••		
Communities	162 ±2	1		·	***		
Citizenship	172 ±4	1					
American Heritage	155 ±2			•••	•		
Skills	161 ±3				**		
		N = 34		S	9.=167	Q.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

Hote: Content Area scores are scaled separately and are not simple averages of strand scores.



ce

<sup>† -</sup> the school seers

<sup>\*\*\* =</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: BURGESS ELEM

School Code: 1054

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS:READING	183 ±5	173 200 22
Literal Comp	196 ±6	· · · · · · · · · · · · · · · · · · ·
Infer & Crit Comp	178 ±7	
Raference & Study	182 ±3	***************************************
	.46 13	H = 29
MATHEMATICS	167 ±3	S.G. 8162 G.P. 8187
Numbers & Num Rel	171 ±2	***
Operations & Comp	165 ±3	
Geometry	167 ±2	***
Measurement	169 ±5	***
Prob & Stat	192 ±4	*****
PROBLEM SOLVING	192 ±4	
· WAREL SAFATUR	1// 19	M = 20
SCIENCE	153 ±2	N = 29 S.G.=167 G.P.=192
Life Science	153 ±2 158 ±2	· · · · · · · · · · · · · · · · · · ·
Earth Science		***
Physical Science	156 ±2	•••
•	161 ±1	+
Process Skills	157 ±4	
Env/Sci/Tech/Soc	147 ±1	+
COCTAL CTURTES	1.00	N. 9. 29 S. 8. 9149 G. P. 9193
SOCIAL STUDIES	151 ±2	- <del></del>
Geog Regions	152 ±3	***
Canada Hist/Geog	He report	Strend contains fower than ten items.
U.S. pre-1791	163 ±1	+
U.S. 1791-1875	153 ±1	+
U.S. 1875-1932	157 ±2	***
U.S. 1932-present	164 ±1	+
Skills	145 ±5	
	+	H = 29 S.S.=176 S.F.=15E
HEALTH	167 ±2	**
Safety	No report	Strand contains fower than ten items.
Nutrition	168 ±1	<b>+</b>
Personal Health	He report	Strand contains fower than ten items.
Substance Abuse	180 ±3	antina.
Growth, Dev & Fam	161 ±1	+
Mental Health	He report	Strend contains fower than ten items.
	1	N = 29 S.S.=176 Q.P.=1#8

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

+ - the school score

<sup>\*\* \*</sup> the standard error (S.E.)

### **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Neme: BURGESS ELEM

School Code: 1054

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	led area 😑 State G	oal Dark shaded	area = Quality Perfor	mance
Strand	S.E.	100	125	150 17		225
LANG ARTS:READING	161 ±6			******		
Literal Comp	184 ±6			•	**********	
Infer & Crit Comp	152 ±8	}	••	******	<b>'</b>	
Reference & Study	172 ±3	]		****		
	<u> </u>	N = 31		5.6.=162	Q.F.=167	
MATHEMATICS	163 ±3			••••		
Numbers & Num Rel	172 ±2				**	
Operations & Comp	163 ±3			******	$v_{k}, \lambda_{i_{1}}$	
Geometry	167 ±1			, ++		
Measurement	160 ±4	1		*****	+ f - +	
Prob & Stet	190 ±4				erenferas:	
PROBLEM SOLVING	170 ±4			*****	\$	
		N = 31		3.9.=167	9.7.*192	
SCIENCE	153 ±2			**		
Life Science	157 ±1			•	·	
Earth Science	158 ±2	1		•• ••	•	
Physical Science	165 ±1	1		· ++		
Process Skills	157 ±3	į		•••		
Env/Sci/Tech/Soc	150 ±1		/	•		
<u> </u>		N = 31		5.0.=168	0.P.×193	
SOCIAL STUDIES	149 ±2			***		
Geog Regions	160 ±2			***		
Canada Hist/Geog	134 ±0		†			
U.S. pre-1791	161 ±1	1	•	+	Marian Alikari	
U.S. 1791-1875	151 ±2			•	rwind, w Xwii	
U.S. 1875-1932	158 ±2			***		
U.S. 1932-present	158 ±1			<b>+</b>		
Skills	150 ±5		•	······	· · · · · · · · · · · · · · · · · · ·	
	<u> </u>	N = 31		S.G.=17#	Q.P. #195	
HEALTH	168 ±2			**		
Sfty/Prs/Mntl Hlth	174 ±2			-	•	
Nutrition	167 ±2	1		**	· · · · · · · · · · · · · · · · · · ·	
Substance Abuse	181 ±1			-	- <b>+</b>	
Growth, Dev & Fam	165 ±1			+		
		N = 31		<u> </u>	Q.P.±195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reeding end Heelth.

However, your school's scores do not indicate quelity performance in eny content area.



<sup>&</sup>quot; the school score

<sup>\*\*\* \*</sup> the standard errer (S.E.)

Mete: Content Area scores are scaled separately and are not simple everages of strand scores.

<sup>386</sup> 

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

Percent At/Above National Norm(NP=50)	1990 1991 1992		65 80 82	84 81 56	75	9/		60 54 54
Number Tested	1993	39	28	31	24	30	152	23,856
							School Total	Elem. 1-5 Schools

Mathematics

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 *Diff	87 72 16 31	100 98 100 93	92 89 59 65	52 78 53 58	96 69 83 100	83 81 61 67 6	67 60 59 563
Number Tested	1993	 39	28	31	24	ОЕ	152	23,687
	Grade	10	02	03	40	90	School Total	Elem. 1-5 Schools

\* Difference \* 1993 - 1992

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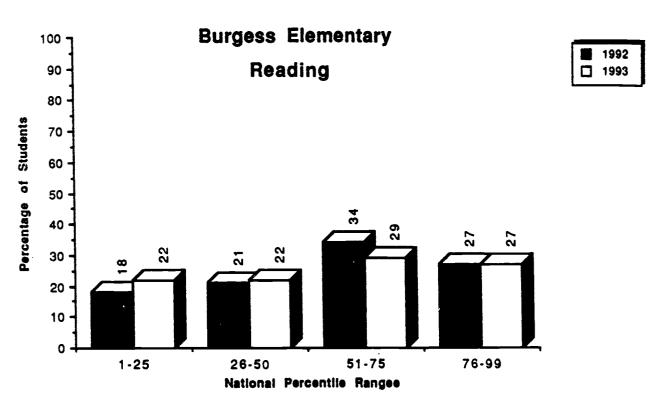


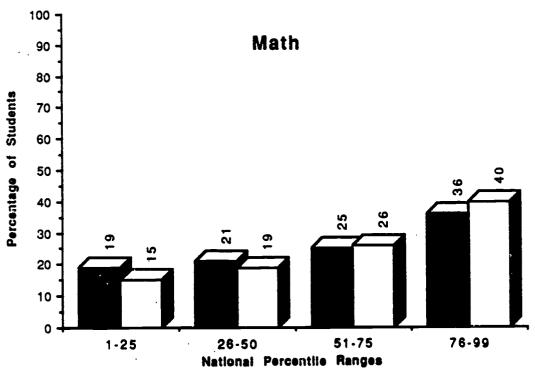
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BURGESS ELEMENTARY SCHOOL 42119 SCHOOL:

NUMBER 1ESTED 34 23 25 25					
	NUMBER AT/ABDVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTEO	NUMBER AT/ABDVE NAT NORM	PERCENT AT/ABDVE NAT NORM
	Ξ	32	34	Ξ	32
	7	61	23	2	91
	12	48	25	17	89
	7	19	23	<b>=</b>	61
97	56	<del>5</del>	<b>5</b> 6	<b>36</b>	<del>0</del>
SCHOOL TOTAL 131	11	58	131	68	68
ELEMENTARY K-5 SCHOOLS 21,280 11	11,200	53	21,123	12, 103	22

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993

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BURGESS ELEMENTARY SCHOOL 10/06/93

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	37	25	-	9			Gain	1	=	7	-	a	m	រេ	<b>00</b>
108	1993	69	28	38	67		1108	1993	46	47	38	32	37	38	38	45
Mathemat	N 1992 1993	32	33	37	37		Mathematics	1992	39	36	38	46	32	35	94	34
	z	11	•	7	<u>5</u>				476							
						System										
	Gatn	NO.	17	<b>60</b>	23			Gain	m	•	-	ស	•	9	9	o
9 (	1992 1993	7	;	67	49		<b>2</b>	1993	35 38	86	35	<b>88</b>	38	42	0	45
Readir	1992	36	27	7	7		Readi	1992	35	35	8	33	34	36	9.	98
		. E						z	589	574	783	791	738	827	764	889
	Grade	02 Non SWP	03 Non SMP	04 Non SMP	05 Non SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non Str.	O4 SWP	OS Non SWP	OB SWP

302

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)



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**8** 

866

10/06/93 BURGESS ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

	Gain 35 18 11			Gain	4	ငှ	81
matics	1992 1993 40 75 31 49 37 48 34 61		atics	1993	<b>4</b> 3	34	37
Mathe	1992 40 31 34		Mathem	1992	681 39 43	37	32
	Z			z	681	è ;	954
School		System					
	Gain 6 18 8 8 23		Gain		а	4	7
gul	1992 1993 38 44 24 42 41 49 41 64	gu t			33 35		
æ	1992 38 41 41 411	Resid	1992	36	33	32	32
	z   ** ** **		z	857	983	1062	1055
	03 04 05		Grade	8	03	3	90

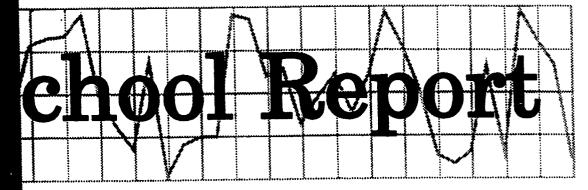
\* Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

Grades K - 5

		Pro	Promoted	Admin. Placed	<b>a</b> ced	R.	Retained	Total
Grade	-	z	Percent	Z	Percent	Z	Percent	Z
¥	School	4	95			6	ស	64
	System	5, 184	92			294	ເດ	5,478
10	School	31	7.4	8	S	6	21	
	System	4.879	68	202	4	408	7	5,489
02	School	24	98	2	7	7	7	28
	System	4,527	16	257	ឆ	185	4	4,969
03	School	32	<b>%</b>					35
	System	4,598	92	260	5	113	7	4,971
8	School	24	100					24
	System	4.608	94	227	2	82	7	4,917
05	School	31	400					31
	System	4.588	96	191	4	20		4,799
	School	186	92	4	п	<del>1</del>	φ	203
	System	System 28,384	6	1,137	•	1,102	•	30,623

### ATLANTA PUBLIC SCHOOLS



1992-93

### CAPITOL VIEW ELEMENTARY SCHOOL

Research & Evaluation *Final Copy* 



### CAPITOL VIEW ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

	Critical Questions	Findings
i	General Descriptive Characteristics	
	What critical school factors may have influenced student performance?	Active enrollment has decreased by 7.8 percent over a 3-year period compared to a decrease of 5.3 percent for the system.
	•	• Eighty-five percent of the pupils at the school were on active roll for seven or more attendance periods compared to 87 percent for the system.
		Only forty percent of the kindergarten pupils had from zero to 6 months of pre-school experiences.
		• Pupil attendance was slightly lower than that for the system in FY '93; however, certified staff attendance was higher than that for the system.
:	Performance-Based Assessment	
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and key indicators showed percentages of 93 to 100 receiving "yes" ratings; therefore, no capabilities or indicators suggested a need for attention.
	B. What was the ending performance of kindergarten students in writing?	Systemwide the majority of the students were in Stages 6 or 7 by the end of the year. At the school 72.7 percent of the kindergarten students were in those two stages and 13.7 percent were in the higher Stages 8 and 9.
	<ul> <li>C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?</li> </ul>	• For fiction matched scores there were 11 percent fewer students in the Lower Adequate/Needs Improvement Categories. There were 23 percent more students in the Upper/Middle Adequate Categories; however, there were 11 percent fewer students in the Excellent Category, and this may need attention.
		• For nonfiction matched scores there were 11 percent fewer students in the Lower Adequate/Needs Improvement Categories and 19 percent more students in the Upper/Middle Adequate Categories; however, there were 7 percent fewer students in the Excellent Category.

		<u></u>				_
Findings		• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Mathematics (1992 and 1993), and for Social Studies (1992). The scores also met or exceeded the state goal for both years on all three Reading strands; all six strands in Mathematics; the Life Science strand in Science; and the Citizenship and Skills strands in Social Studies. Additionally, the scores met or exceeded the state goal on the Communities strand in Social Studies (1992). The school's scores did not indicate quality performance in any content area of strand for either of the two years.	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Health (1992 and 1993). The same was true for both years for all of the strands in Reading; all of the Mathematics strands (except Operations and Computations); and the Substance Abuse strand in Health. Additionally, the scores met or exceeded the state goal on the Nutrition strand (1992) and the Safety/Personal Health/Mental Health strand (1993). The school's scores did not indicate quality performance in any content area; however, the scores indicated quality performance on the Literal Comprehension strand in Reading and the Probability and Statistics strand in Mathematics (1992 and 1993).		<ul> <li>From FY'92 to FY'93, the school showed a decrease of 21 for reading and a decrease of 8 for mathematics in the percentage of students at or above the national norm.</li> </ul>	60%
Critical Questions	Program (1992 and 1993 Data)  Grades 3 and 5  In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	A. Grade 3	B. Grade 5	<ul><li>IV. lowa Tests of Basic Skills (ITBS)</li><li>Were there changes in reading/mathematics achievement with respect to the following:</li></ul>	A. Regular-program students?	

	Critical Questions	Findings
<b>≥</b>	lowa Tests of Basic Skills (ITBS) (contd.)	
	B. Students who attended the school for seven or more attendance periods?	In comparison to all students tested, those who were enrolled in seven or more attendance periods had higher percentages of students at or above national norm in reading and mathematics.
	C. The percentage of students scoring within each quadrant?	There was an increase from FY'92 to FY'93 in the percentages of students scoring in the two lower quadrants and a decrease in the two higher quadrants for reading. In mathematics, there was an increase for the two lower quadrants in the percentages of students, the 51-75 percentile range (quadrant) remained the same, and there was a decrease for the highest quadrant.
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Traditional Program	• There were NCE gains for the students in the Chapter I reading for grades four and five with losses of NCE at grades two and three. In mathematics, there were NCE gains at grades two and five with losses at grades three and four.
	B. Remedial Education Program (REP)	<ul> <li>There were losses in NCE for the students in the REP reading for all grades except grade five. In mathematics, there were gains in NCE at grades two and five with losses at grades three and four.</li> </ul>
<u>                                    </u>	VI. Progression Status	
	How did the school's progression status compare to that of the system?	<ul> <li>Ninety-four percent of the students at the school were promoted compared with 93 percent for the system; 2 percent were administratively placed compared to 4 percent for the system and 4 percent were retained which was the same as that for the system.</li> </ul>



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### **Progression Status Report**

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 Capitol view elementary school

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	# 1					DIFFERENCE		
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
		1 ( 1 ( 1 ( 1 ( 1 ( 1 ( 1 ( 1 ( 1 ( 1 (	: (		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1		
	SCHOOL ALL FLEMENTARY	34, 420	33,791	31.480	-2.311	4.6	-2.940	20 CC
				•				;
ن ن	STAFF/SCHOOL FACTORS (END OF	OF YEAR)			SCH	SCHOOL	ALL ELE	ALL ELEMENTARY
					NUMBER	PERCENT		PERCENT
	1. PUPILS ON ACTIVE ROLL:	•			!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	:	!
	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	TENDANCE PERIODS ATTENDANCE PERIOD	Ñ		283 <b>49</b>	<b>ខ</b> ស <u>ភ</u>	27498 3982	87 13
	2. PUPIL TRANSFERS:							
	NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	F PUPILS NEW TO S	CHOOL		126	38	9541	30
	NUMBER/PERCENT OF MOBILITY INDEX	F PUPILS NEW TO A	PS		<b>4</b> %	<del>.</del>	3873 38	12
					6		ć	
	3. PUPIL-IEACHER NAIIU				9.		77.7	
	4. OUT-OF-SCHOOL SUSPENSIONS	SIONS			0	0	==	0
	5. PUPILS IN PROJECTS:							
	CHAPTER I READING	ø			32	ð	15734	20
	CHAPTER I MATH				31	o	14903	47
	REP READING				58	œ	4384	<b>=</b>
	REP MATH				33	0	3768	12

408

9

2028

5

42

AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN

08/06/93 CAPITOL VIEW ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STA	STAFF/SCHOOL FACTORS (END OF YEAR)	Š	SCHOOL	<u> </u>	ALL ELEMENTARY
: !		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL		0	291	ស
	K-GARTEN - HEAD START	0	0	389	
	K-GARTEN - COMMUNITY PRE-SCHOOL	29	09	2257	43
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	19	0	2391	45
	FIRST GRADE - APS K-GARTEN	8	68	4862	06
	FIRST GRADE - NON-APS K-GARTEN	ø	Ξ	481	o
	FIRST GRADE - NO K-GARTEN	0	0	09	-
ė.	PERCENT PUPIL ATTENDANCE: 1990-91		9.5. 4.69		90 4.40
	1992-93		93.4		9 <b>4</b> .
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91		95.9		97.2
	1991-92		98.7		97.
	1992 - 93		r. 00		



# Georgia Kindergarten Assessment Program

Overal	Overall Capability	'n		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	eiving g	
	School	System	State	
I. Communicative	92	93	92	
II. Logical-Mathematical	92	93	93	
Physical	100	97	96	
Personal	95	76	76	<u> </u>
V. Social	86	94	86	
Total Number Reported	44	5,325	95,915	L

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	86	86	85
B. Processes Auditory Information	86	85	92
C. Communicates Orally	86	91	92
D. Demonstrates Emergent Literacy	100	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	86	06	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	86	93	93
D. Extends Patterns	95	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### COMMUNICATIVE CAPABILITY

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- **B.** Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in

  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  Sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals,
  - and letters writes numerals, letters, and words without
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers

    attempts new activities without undue

  - anxiety or fear
    plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - I treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - perticipates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- \*Shills Assessed with Structured Assessment Activities.



8/18/93

41133

STAGE 3:
COPIER
NEW WORD WRITER
PHRASE/SENTENCE WRITER
SIMPLE STORY WRITER
INTERMEDIATE STORY WRITER
ADVANCED STORY WRITER
TOTAL NUMBER

\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

## Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

### Description of Writing Stages

- Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9

Advanced Story Writer Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107



PAGE

CAPITOL VIEW ELEMENTARY SCHOOL SCHOOL:

	TOTAL		<b>₹</b>	<b>4</b> 8		<b>3</b> 6	<b>5</b> 6			<b>•</b>	9			54	54		168	168	
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-12-

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC

10/11/93

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, g, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.



WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

PAGE

**\*** 

PERFORI MATCH CAPITOL VIEW ELEMENTARY SCHOOL

	TOTAL		36	<b>3</b> 6		55	52		91	91	
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,			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

-14-

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\$35 25 . AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC Full Text Provided by ERIC

10/11/93

SCHOOL:

## **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: CAPITAL VIEW ELEM

School Code: 5054

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dark	shaded area	<ul> <li>Quality Perfor</li> </ul>	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	171 ±3				***		
Literal Comp	179 ±4				****		
Infer & Crit Comp	164 ±4			•••	- <del>- </del>		
Reference & Study	177 ±2				***		
		M = 53			0.=16 <u>5</u> 0	P.#146	
MATHEMATICS	177 ±3				***		
Numbers & Num Rel	176 ±3	ł			***		
Operations & Comp	180 ±2				••		
Geometry	177 ±2				c <del>o ++</del>		
Measurement	179 ±2	1					
Prob & Stat	189 ±2				•	entes .	
PROBLEM SOLVING	175 ±3	ļ			***	• :	
		N = 53		<u> </u>	6.=167 <u>0</u>	P.#152	
SCIENCE	157 ±3			***			
Life Science	170 ±2	}	-				
Earth Science	160 ±3			· · · · ·	•••		
Physical Science	145 ±2	1		***			
Process Skills	159 ±1			+			
Env/Sci/Tech/Soc	153 ±3			***		* :	
		M = 53		<u> </u>	£.=167 £	.P.#142	
SOCIAL STUDIES	171 ±3				***	´: .	
Communities	169 ±3				***		
Citizenship	177 ±4				****		
American Heritage	161 ±2	1		••	·		
Skills	177 ±3	1			****	•	
		N = 53			G.=167 C	.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

<sup>† •</sup> the school score
••• • the standard error (S.E.)



## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: CAPITAL VIEW ELEM

School Code: 5054

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = St	nte Goal Dai	k shaded are	a = Quality Perfor	mance
Strand	\$.E.	_100	125	150	175	200	225
LANG ARTS:READING	166 ±3		-		****		
Literal Comp	174 ±3				) eerlees		. •
Infer & Crit Comp	163 ±4			•	\$ 18 <del>0 080</del> 8		
Reference & Study	172 ±2				1 *****		
		N = 48		s	.C.=165	0.F.×196	
MATHEMATICS	171 ±3				***		
Numbers & Num Rel	177 ±2				1 40/40		
Operations & Comp	175 ±3				votes		
Geometry	172 ±2				entes		
Measurement	177 ±2				l seles		
Prob & Stat	186 ±1				•	AL CAMPAGE A	
PROBLEM SOLVING	172 ±3		•		asoloso	Political Communication	
		N = 48		s	.G.=167	Q.P. *192	
SCIENCE *	149 ±2			****			
Life Science	167 ±2			•	eofoo		
Earth Science	161 ±2				• <del> ••</del>		•
Physical Science	140 ±1			+	'	1	-
Process Skills	154 ±2			, ************************************			
Env/Sci/Tech/Soc	150 ±3	1		***			
		N = 48		s	.C.=167	0.P.×192	
SOCIAL STUDIES	157 ±3			***	•	26.200	
Communities	158 ±2	1		**		E 14 Table 1997 Gertag West	
Citizenship	168 ±4			•	****		
American Heritage	158 ±2						
Skill <b>s</b>	166 ±3			ı	*** <del>j***</del>		
		N = 48		S	.6.=167	0.P.=192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are scaled separately and are not simple averages of strand scores.



<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: CAPITAL VIEW ELEM

School Code: 5054

**GRADE 5** 

Dete Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goa	i, dark shaded a	rea = Quality Perform	ance
Strand	3.E.	100 125 15	50 175	200	225
LANG ARTS: READING	174 ±4		****		
Literel Comp	191 ±4		•	orrefinar	
Infer & Crit Comp	178 ±6		******	) 	
Reference & Study	176 ±2		; •• <del>•</del> ••	▶	
		N = 54	S.G. #162	Q.F.#187	
MATHEMATICS	164 ±3		***		
Numbers & Num Rel	166 ±2	•			
Operations & Comp	162 ±3		***		
Geometry	167 ±1		· +		
Meesurement	165 ±4	1	*****	eyen yan	
Prob & Stat	189 ±3		•	e <del>rrijasa</del> n pa	
PROBLEM SOLVING	172 ±3			· Syn	
		N = 53	3.8.#167	4.7.2152	
SCIENCE	152 ±2		••••	Mana	
Life Science	157 ±1		•		
Earth Science	158 ±1		, +•		
Physical Science	160 ±1		, +•		
Process Skills	159 ±3		***		
Env/Sci/Tech/Sec	146 ±1	+	1	, <b>1</b> , 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	
		N = 56	3.9.+168	A.P.+155	
SOCIAL STUDIES	153 ±2		**		
Geog Regions	159 ±2		*	· ·.	
Canada Hist/Geog	He report	Strand centains fewer than ten items.	•		
U.S. pre-1791	162 ±1		+	,	
U.S. 1791-1875	153 ±0		†		
U.S. 1875-1932	161 ±1		' <b>+</b>	•	
U.S. 1932-present	161 ±1	1	, +-		
Skills	149 ±4		1 Seesse		
	<u></u>	N = 56	S.S.#178	A.P.+198	
HEALTH	170 ±2				
Safety	No report	Strand centains fewer than ten items.	*	W x	
Nutrition	169 ±1	1	+	· .	
Personal Health	He report	Strand centains fower than ten items.	1		
Substance Abuse	180 ±2			** **	
Growth, Dev & Fam	166 ±1		+		
Mental Health	He report	Strand centains fewer then ten items.	1-		
	1	N = 54	3.8.=176	6.P.=19E	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school score



## School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: CAPITAL VIEW ELEM

School Code: 5054

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded are	a = State Goal	Dark shaded are	a = Quality Perform	nance
Strand —————————	S.E.	100 12	25 150	175	200	225
LANG ARTS: READING	172 ±4			****		
Literal Comp	194 ±4			•	**********	
Infer & Crit Comp	161 ±6			******		
Reference & Study	178 ±2					
	<u> </u>	N = 64		S.G.=162	9.F.=167	_
MATHEMATICS	165 ±2			000		
Numbers & Num Rel	172 ±2			•		
Operations & Comp	164 ±2			***		
Geometry	166 ±1			•		
Measurement	167 ±3			****	• •	
Prob & Stat	189 ±3	İ		•	***	
PROBLEM SOLVING	173 ±3			***	•	
	<u> </u>	N = 64		S.G.=167	Q.P.=192	
SCIENCE	155 ±2			**		
Life Science	157 ±1			<b>`+</b>	•	
Earth Science	157 ±1	1		4	•	
Physical Science	164 ±0			· †	y	
Process Skills	163 ±2			***		
Env/Sci/Tech/Soc	151 ±1		+	•	* ,*	
		N = 64		S.G.=168	0.P.×193	
SOCIAL STUDIES	154 ±1			+		
Geog Regions	162 ±1			+		
Canada Hist/Geog	134 ±0		†			
U.S. pre-1791	163 ±1			+		
U.S. 1791-1875	152 ±1		•	<del>†•</del>		
U.S. 1875-1932	159 ±1			+		
U.S. 1932-present	160 ±1			+	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	
Skills	156 ±3	· ·				
A18 A4 911	1.0.1	N = 64		S.G.=170	Q.P.=195	
HEALTH	169 ±1			+		
Sfty/Prs/Mnt1 Hlth	177 ±2			**		
Nutrition	167 ±1			+	41 (g) ( ) ( ) - 60 ( ) ( ) ( )	
Substance Abuse	179 ±1			+		
Growth, Dev & Fam	166 ±0	1		†		•
		N = 63		S.G.=170	Q.P. <b>≈</b> 39\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Methematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

427

+ - the school score

\*\*\* \* the standard error (S.E.)

Note: Content Area secres are seeled separately and are not simple averages of strand secres.



CAPITOL VIEW ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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Grade 01 02	Tested   1993   1993   1993   1994   1995	National Norm(NP=50)  1990 1991 1992 1993 +Diff  85 77 74 45  60 46 70 56	1991 77 76	1992 1992 74 70	1993 1993 45 56	*D1ff
	46 54 62	90 58 67	32 6 32 32	75 69 56	37 56	
School Total Elem. 1-5 Schools	279 23,856	71 60	54 9	69 43	48 12	-21

## Mathematics

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +D1ff	88 63 56				43 40	75 58 62 54 -8	67 60 59 56 -3
Number Tested	1993	55	93	45	54	62	279	23,687
	Grade						School Total	Elem. 1-5 Schools

+ Difference = 1993 - 1992

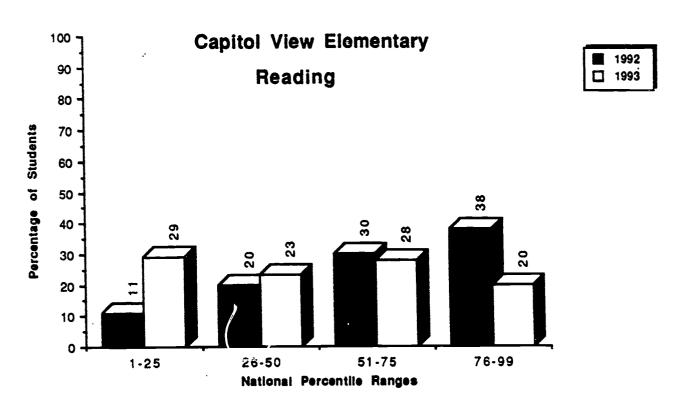
10/06/93

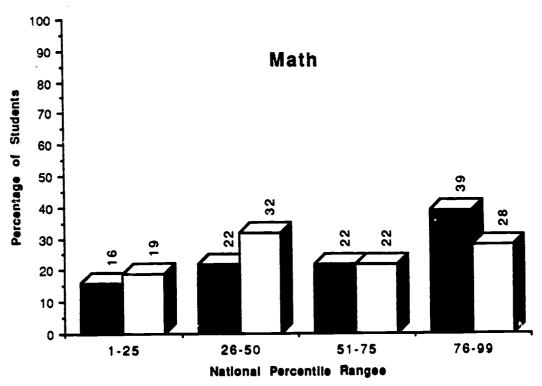
SCHOOL: 41133 CAPITOL VIEW ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DDES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		¥ ¥	MATHEMATICS	c s
	NUMBER	NUMBER AT/ABDVE	PERCENT AT/ABOVE	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
10	48	23	48	48	56	54
00	22	33	9	26	45	80
03	7	5	32	9	15	38
70	46	20	₹3	94	16	35
02	54	35	92	54	34	63
SCHOOL TOTAL	244	124	51	244	136	26
ELEMENTARY K-5 SCHOOLS 21,280	ILS 21,280	11,200	53	21,123	12,103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993



CAPITOL VIEW ELEMENTARY SCHOOL ERIC Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

Mathematics	1992 1993	6 34 36 . 2	34 30	24 18	31 43	System	Mathematics	1992 1993	476 39 46 7	36 47	39 38	34 35	35 37	35 38	
						Syt									
		7-				Syt		Gain	၉	4	-	ល	₹	9	
וַמ						Syt		1993 Gain		39	35	38 5			
Reading	1992 1993 Gain					Syt	Reading			35 39 4		38		36 42 6	
Reading						Syt		1993	38		35	38			



8

42

34

Ø

5

36

889

OS SWP

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	=	- 19	-7	-
Mathematics	1992 1993	51	25	21	9
Mathem	1992	9	4	28	39
	z	6	4	12	9
	Gain	-21	41-	7	-
<b>2</b>	1993	22	24	30	20
Reading	1992	<b>4</b> 3	38	34	6
	z	7	7	12	8
	Grade	03	60	40	02

		Gain	4	ဗု	8	9
	Aathematics	1993	39 43	34	37	40
	Mathem	1992	39	37	35	34
		z	681	707	954	866
System						
		Gain		64	4	7
	Reading	1993	36 36	35	39	42
	Read	1992	36	33	32	35
		z	857	983	1062	1055
		Grade	05	03	40	90

Scores for students in the Program for Exceptional Children are excluded



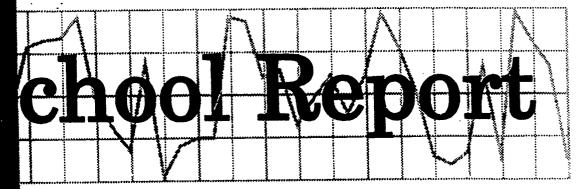
1992-93 Progression Status Report

Grades K - 5

Admin. Placed Retained Total	N Percent N Percent	2 5	294 5 5,478	1 2 10 18	202 4 408 7 5,489	2 3	257 5 185 4 4,969	•	260 5 113 2 4,971	1 2 2 4	227 5 82 2 4,917	2 3	191 4 20 4,799	6 2 14 4
Promoted	Percent	95	95	18	68	16	-6	100	92	76	46	2 97	96	2 94
	Z	42	5, 184	46	4,879	63	4,527	48	4,598	ž.	4,608	62	4,588	312
		School	System	School	System	School	System	School	System	School	System	School	System	School
	Grade	¥		10		05		03		<b>*</b> 0		05		



## ATLANTA PUBLIC SCHOOLS



1992-93

## CARTER ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## CARTER ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Linda D. Ballagas, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student • A performance?	Active enrollment increased in 1992 - 93, while the enrollment for the system declined.
T te	There was a higher percentage of students on active roll for seven or more attendance periods at the school than in the system.
•	The percentages of students new to the school and new to the Atlanta Public Schools, and the mobility index were lower than those reported for the system.
•	The pupil-teacher ratio was lower than the system ratio by nearly two students per class.
•	All of the students were served by the Chapter I Program in reading and mathematics because Carter had a Chapter I Schoolwide Project.
•	The percentages of students served by the various Remedial Education Programs (REP) exceeded the system percentages.
•	Nearly one fifth of the population was served in the after-school program.
01.2	A smaller percentage of kindergarten students had little or no preschool experience compared to the system percentage.

	Critical Questions		Findings
	I. General Descriptive Characteristics		
	What critical school factors may have influenced student	•	All of the first grade students had kindergarten experience.
	performance? (continued)	•	Pupil and staff attendance declined and both fell below system student and staff attendance.
		•	Over 99 percent of the students were eligible to receive free or reduced price lunches.
	II. Performance-Based Assessment		
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	•	The percentages of students demonstrating all five capabilities equaled or exceeded the corresponding system and state percentages. There were four key indicators where the percentages receiving "yes" ratings were lower than the system and state percentages: demonstrates emergent literacy, sorts sets of objects, makes comparisons, and extends patterns.
	B. What was the ending performance of kindergarten students in writing?	•	The majority of kindergarten students were rated to be at stage 6 or above in their writing development by year's end.
	<ul> <li>C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?</li> </ul>	•	The overall percentages of students with fiction scores in the "lower adequate" and "needs improvement" categories declined while the percentages with scores in the "excellent", "upper adequate" and "middle adequate" categories increased.
		•	Matched nonfiction results revealed that the overall percentages of students with scores in the "needs improvement" category declined and percentages scoring in the remaining categories increased.
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-2-

OV.	Critical Questions	Findings
	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
	A. Grade 3	<ul> <li>At the third grade, the state goal was achieved in the content area of Mathematics in 1992 and 1993. Quality performance was not achieved in any of the four content areas assessed.</li> </ul>
-3-		<ul> <li>The third grade strand data for 1992 and 1993 revealed that the state goal was achieved for the Literal Comprehension and Reference strands in Language Arts/Reading, all six Mathematics strands, and the Citizenship strand in Social Studies. Quality performance was not achieved for any of the strands assessed.</li> </ul>
	B. Grade 5	<ul> <li>At the fifth grade, the state goal was achieved in 1992 and 1993 in the content areas of Language Arts/Reading and Health. Quality performance was not achieved in any of the five content areas assessed.</li> </ul>
		<ul> <li>The fifth grade strand data for 1992 and 1993 revealed that the state goal was achieved for all three Language Arts/Reading strands; the Mathematics strands of Numbers and Number Relations, Measurement, Probability and Statistics, and Problem Solving; and the Health strand of Substance Abuse. Quality performance was achieved both years for the Language Arts/Reading strand of literal comprehension.</li> </ul>
		3 · 3
	\$4.4	

ERIC Apull Took Provided by ERIC		
	Critical Questions	Findings
	IV. Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	<ul> <li>There was an overall decrease in the percentage of students with scores at or above the national norm in reading, but there was an increase in the percent- age in mathematics. The percentages of students scoring at or above the national norm in reading and mathematics remained less than the system percentages.</li> </ul>
-4-	B. Students who attended the school for seven or more attendance periods?	<ul> <li>For those who attended the school for seven or more attendance periods, the percentage with scores at or above the national norm in reading was less than that for all students tested at the school, but exceeded that for all students tested in mathematics.</li> </ul>
	C. The percentage of students scoring within each quadrant?	<ul> <li>There were increases in the percentages of students with reading scores in the second and fourth quadrants. The percentage in the first quadrant remained unchanged and the percentage in the third quadrant declined.</li> <li>In mathematics, the percentages of students scoring in the three highest quadrants increased and the percentage in the lowest quadrant declined.</li> </ul>
	3.46	

ERI Full Text Provided		
D <sub>y</sub> ERIC	Critical Questions	Findings
	V. Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter 1 - Schoolwide Project	<ul> <li>The average NCE gains in reading equaled or exceeded the non-Schoolwide Project gains for second and third grade participants. In mathematics, the NCE gains for second, third, and fifth grade students exceeded the gains for system non-Schoolwide Project participants. Fourth grade participants demonstrated losses in the NCE averages for both reading and mathematics.</li> </ul>
<b>-</b> 5 <b>-</b>	B. Remedial Education Program (REP)	• The average NCE gains of REP students at the school in reading exceeded the gains of system REP students in the second and third grades. In mathematics, the NCE gains of Carter's REP students exceeded those of system REP students in the second and fifth grades and the NCE loss at the third grade was not as great as the loss of system third grade REP students. As was true with Chapter I participants, there were losses in the average NCE at the fourth grade in reading and mathematics.
	VI. Progression Status	
	How did the school's progression status compare to that of the system?	• The total percentage of students promoted was substantially less than the system percentage, while the percentages of students who were administratively placed and retained were higher than the system percentages. The percentages of students administratively placed exceeded the system percentages for grade 2 through 5. The percentages of students retained exceeded the system percentages for grades K through 3.



## 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

## General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

## Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Elementary School (continued)

## Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

## Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.



LHW:ap R&E 7/30/93

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## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					DIFFERENCE	ENCE	
	1990-91	1991-92	1992-93	2 YEARS	PERCENT		PERCENT
	: ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (					1 7	
SCHOOL ALL ELEMENTARY	34,420	33, 791	31,480	-2,311	ν φ . <b></b>	-2,940	າ ຕ ່າດ
STAFF/SCHOOL FACTORS (END OF	(END OF YEAR)			SCHOOL	<b>100</b>	ALL ELEMENTARY	MENTARY
				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTEND/ LESS THAN SEVEN ATTER	LS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	SO	·	313	06	27498 3982	13
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO NEW TO	SCHOOL APS		101 27 33	8 8 8	9541 3873 38	30
3. PUPIL-TEACHER RATIO	01.0			20.5		22.2	
4. OUT-0F-SCHOOL SUSPENSIONS	SPENSIONS			•	•	=	•
5. PUPILS IN PROJECTS:	15:						
CHAPTER I READING	ADING			3 <b>4</b> 6	8	15734	50
CHAPTER I MATH	Ŧ			346	<u>\$</u>	14903	47
REP READING				98	<b>46</b>	4384	<del>-</del>
REP MATH				47	<del>1</del> 3	3768	12
AFTER-SCHOOL PGM. FOR	PGM. FOR SCHOOL-AGE CHILOREN	CHILOREN	•	52	16	2028	ø



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STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL	100	ALL ELI	ALL ELEMENTARY
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	32	7	291	ស
K-GARTEN - HEAD START	0	0	389	<b>.</b> .
K-GARTEN - COMMUNITY PRE-SCHOOL	21	53	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	20	27	2391	45
FIRST GRADE - APS K-GARTEN	73	66	4862	8
FIRST GRADE - NON-APS K-GARTEN	-	-	481	6
FIRST GRADE - NO K-GARTEN	0	0	09	<b>*</b>
6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		94.2 93.2 93.7		90 4. 40 4. 5. 5.
7 PERCENT CERTIFIED STAFF ATTENDANCE: 1960-8: 1961-62		96.9 97.4 <b>9</b> 7.2		97.2 97.4 97.4

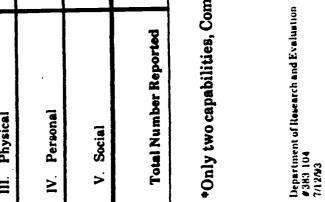
## Carter Elementary School

# Georgia Kindergarten Assessment Program

	siving g	State	85	93	96	92	93	95,915
ty.	Percentage Receiving "Yes" Rating	System	93	93	97	94	94	5,325
Overall Capability	Percer "	School	95	93	66	66	26	73
Overall	Capabilities		1. Communicative	II. Logical-Mathematical	III. Physical	IV Personal	V. Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A Processes Visual Information	96	93	76
B. Processes Auditory Information	96	92	76
C. Communicates Orally	92	91	85
D. Demonstrates Emergent Literacy	85	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	81	06	91
B. Makes Comparisons	06	16	91
C. Knows Numbers 1 to 10	26	83	93
D. Extends Patterns	06	76	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.



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## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

## **COMMUNICATIVE CAPABILITY**

A. Processes Visual Information

recognizes letters of the alphabet

recognizes words in familiar contexts recognizes similarities/differences in colors, shapes, letters\*, and words

interprets pictures

**B. Process Auditory Information** 

recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
 discriminates similarities/differences in

words\*

follows one- and two-part oral directions repeats words and phrases presented orally

C. Communicates Orally

uses languages for social interaction

ratells stories¹

relates experiences

uses descriptive language expands speaking vocabulary

D. Demonstrates Emergent Literacy

attends to print idea of a picture

sequences pictures to tell a story
 makes predictions

distinguishes between letter\*, word\*, and sentence

dictates stories to be written by the teacher

 demonstrates understanding of the relationship between spoken and written language

 prints name and simple, self-selected words
 attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences\*

demonstrates understanding of left-to-right and top-to-bottom progression in reading and

## II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects

sorts objects by size\*, shape\*, color\* and/or texture

sorts objects by other characteristics (such as sorts foods by food groups)

B. Makes Comparisons

demonstrates understanding of the concepts of same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of

longer, longest, shorter, shortest, same length

uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

## C. Knows Numbers 1 to 10

counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*

matches numerals to sets of 10 or less

D. Extends Patterns

 continues simple patterns by color\*, shape\*, size\*, or other characteristics

creates and extends own patterns

## III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters

writes numerals, letters, and words without

samples

 use scissors to cut appropriately manipulates simple objects

B. Understands Spatial Concepts

demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills

running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

## IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
 attempts new activities without undue

anxiety or fear

plays well with other children

B. Initiates Independent Activities

chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)

makes independent choices during openended activities

C. Acts Responsibly

follows classroom rules

treats others and their belongings with respect

## V. SOCIAL CAPABILITY

A. Participation in Group Activities

participates in group activities as a leader and/or follower

participates in cooperative activities

B. Carries Out Assigned Tasks
carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.



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•		NUMBER	PERCENT
STAGE 1:	PICTOGRAPHIC WRITER	•	4.0
STAGE 2:	SCRIBBLE WRITER	7	ය ය
STAGE 3:	INVENTED WORD WRITER	យ	æ.
STAGE 4:	COPIER	ιń	œ. Ø
STAGE 5:	NEW WORD WRITER	•	4.
STAGE 6:	PHRASE/SENTENCE WRITER	17	23.0
STAGE 7:	SIMPLE STORY WRITER	9	21.6
STAGE 8:	INTERMEDIATE STORY WRITER	<del>.</del>	17.6
STAGE 9:	ADVANCED STORY WRITER	ဗ	<del>-</del>
	TOTAL NUMBER	ŗ	0

459

•BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

100.2

7.

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Stage 6 PhraselSentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Chiid's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes. edit and make changes.

R&E:jep 8/16/93 #441-107



CARTER ELEMENTARY SCHOOL 10/11/93

SCHOOL:

	TOTAL		26	52			4	‡		36	36		46	46		182	182	•
9	VEMENT	*	36	18	- 18		27	7	-20	44	Ξ	-33	61	63	a	7	20.	-17
	IMPRO	z	50	ç	- 10	ŀ	12	ო	on I	16	4	-12	28	53	-	76	9	-30
!		×	<del>1</del>	<del>1</del> 8	0		45	7	-31	17	4	ဗု	17	50	ო	70	16	<b>60</b>
1	LOWER	z	9	9	0		50	9	4-	9	ស	T	<b>6</b> 0	o	-	**	30	-
ADEQUATE		34	21	27	9		Ξ	34	53	<b>‡</b>	22	<b>80</b>	4	7	ო	5	23	9 9
	OCIM	Z	12	15	ო		ស	15	ō	ស	œ	ო	8	ო	-	76	7	12
	ÉR	×	7	30	16		7	35	25	=	17	9	15	6	9	÷	. 6	=
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	LENT	×	Ξ	7	4-		o	7	ro.	7	36	22	8	8	0	đ		₹
	EXCELLENT	z	9	4	-5		4	9	8	ហ	<del>.</del>	<b>60</b>	-	-	0	9	2 -	-
			~	C1	8		ო	ო	ო	4	4	4	ស	ស	<b>ທ</b> ຸ			
			LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE		PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTIEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

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# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge. Each Periodic keading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time).

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the prefest (September), the positivest (May), and the difference from pretest to positive. The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement

10/5/93

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

CARTER ELEMENTARY SCHOOL

SCHOOL:

	TOTAL	;	38	38		47	47		85	82	
v		<b>&gt;e</b>	53	<b>1</b> 6	- 13	70	<b>4</b> 9	ဖ	52	42	-10
NEED	IMPROVEMENT	z <sup>:</sup>	=	9	ស	. 88	ဓ္တ	က္	‡	36	<b>6</b> 0
•		<b>&gt;</b> 2	<del>-</del>	13	0	17	23	ဖ	<del>1</del> 5	6	4
1 1 1 1 1 1 1 1 1	LOWER COURT					8	=	ო	13	16	ო
		<b>&gt;</b> <	53	35	က	9	o	ო	16	19	ო
ADEQUATE	MIDDL	z	=	12	-	၉	₹	-	7	16	7
	~	<b>3</b> €	21	32	=	9	61	<b>*</b> -	13	15	8
1	UPPER	z	<b>œ</b>	12	4	ဧ	-	-5	=	<del>.</del>	<b>~</b>
	LENT	×	∞	œ	0	o	~	8	4	ß	-
	EXCELLENT	z	ო	ო	0	o	-	<b>-</b>	က	4	-
			4	4	₹	ro.	ស	ر م			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
				POSTTEST		PRETEST	POSTTEST	DIFFERENCE			

458

487

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.



## **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

. System Code: 761

School Name: CARTER, E R ELEM

School Code: 2055

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ied area = S	tate Goal, dari	shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	164 ±3				****		
Literal Comp	172 ±3				***		
Infer & Crit Comp	159 ±4	ĺ		****	···		
Reference & Study	171 ±2			•	444		
		N = 45			G.=165	Q.P.#156	
MATHEMATICS	168 ±3				100 400		
Numbers & Num Rel	174 ±3				****	•	
Operations & Comp	171 ±2						
Geometry	172 ±2	•			***	A.	
Measurement	174 ±2					Anna	
Prob & Stat	187 ±2				•	ulm	
PROBLEM SOLVING	167 ±3				***		
		N = 45			.g.=167	Q.P.#152	
SCIENCE	146 ±3			***			
Life Science	162 ±3		-	•	+		٠
Earth Science	151 ±2			***			
Physical Science	142 ±2			**			
Process Skills	157 ±2			••	•		
Env/Sci/Tech/Sec	142 ±3			••••			
·	<del></del>	N = 45			9.=167	A.P.#152	
SOCIAL STUDIES	157 ±3			•••	1		•
Communities	158 ±2	1		•••	•		
Citizenship	169 ±4			·	****	•	
American Heritage	159 ±2	1		•••	· ••	•	
Skills .	169 ±3			·	***		
<u></u>		M = 45			.B.=167	Q.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

† = the school score

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: CARTER, E R ELEM

School Code: 2055

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = \$1	ate Goal Dari	shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	161 ±3			***	***		-
Literal Comp	168 ±4	]		•	*****	•	
Infer & Crit Comp	159 ±3			***	•		
Reference & Study	168 ±2			•	***		
<u> </u>		N = 42		s.	G.=165	Q.P.×194	_
MATHEMATICS	170 ±3	1			***		
Numbers & Num Røl	171 ±3				•••	La la la la la la la la la la la la la la	
Operations & Comp	178 ±3				****	1	
Geometry	173 ±2				****		
Measurement	173 ±2	ł			***	i v Vien. Hadis od Sa	
Prob & Stat	187 ±1				•	+	
PROBLEM SOLVING	172 ±3				412-644		
·		N = 42		s.	8.=167	0.2.4192	
SCIENCE *	150 ±3	}		***			
Life Science	168 ±2			•	***		
Earth Science	159 ±2			**	•		
Physical Science	142 ±2	1		••••		9800 080 0 m (0) 8800 080 0 m (0)	
Process Skills	155 ±2			***			
Env/Sci/Tech/Soc	150 ±3			***	•		
		N = 42		<b>S</b> .	£.=167	0.P. ¥192	
SOCIAL STUDIES	155 ±3			***		7880 <sup>(1)</sup> 1422 (1)	
Communities	157 ±2			••			
Citizenship	172 ±4			•	****		
American Heritage	157 ±2	1		**	•		
Skill <b>s</b>	163 ±3	1			****		
		N = 42			8.=167	P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are scaled separately and are not simple averages of strand secres.



<sup>+ &</sup>quot; the school score

<sup>\*\* =</sup> the standard error (S.E.)

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Neme: CARTER, E R ELEM

School Code: 2055

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded	area = Quality Performance
Strand	- S.E.	100 125 150 179	
LANG ARTS:READING	175 ±4	****	200
Literal Comp	192 ±6		· · · · · · · · · · · · · · · · · · ·
Infer & Crit Comp	169 ±6	**************************************	
Reference & Study	180 ±2		salas
		N = 39 S.B.=162	8.F.=187
MATHEMATICS	162 ±3	***	
Numbers & Num Rel	170 ±3		
Operations & Comp	160 ±3		
Geometry	165 ±1	46	
Measurement	167 ±4	T	
Prob & Stat	184 ±3		
PROBLEM SOLVING	170 ±3		
·	1000	N = 39 3.0.=147	Q.P.=152
SCIENCE	151 ±2	***	
Life Science	156 ±2		100
Earth Science	157 ±2		· · · · · · · · · · · · · · · · · · ·
Physical Science	161 ±1	T	
Process Skills	155 ±3	T .	
Env/Sci/Tech/Sec	146 ±1		··· ·
2		M = 39 S.0.2368	A. F. #15%
SOCIAL STUDIES	151 ±2	10 10	
Geog Regions	153 ±3	****	
Canada Hist/Geog	No report	Strend contains fever than ten items.	·
U.S. pre-1791	160 ±1		
U.S. 1791-1875	152 ±1	**	
U.S. 1875-1932	161 ±1	+	
U.S. 1932-present	161 ±1	**	•
Skills	153 ±4	+	
	1 - 3 - 4	N = 39 S.G.=176	A.P.=15E
HEALTH	174 ±2		
Safety	No report	Strand contains fewer than ten items.	
Nutrition	171 ±1		
Personal Health	No report	Strent contains fover than ten items.	• •
Substance Abuse	182 ±2		
Growth, Dev & Fam	166 ±1		<del>-1-</del>
Mental Health	He resert	Strand contains fever than ten items.	
wauzar uaarzu		N = 39 S.6.=176	6.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality perfermance in any content area.

<sup>† •</sup> the school score

<sup>\*\*\* -</sup> the standard error (S.E.)

## **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Name: CARTER, E R ELEM

School Code: 2055

**GRADE 5** 

Data Printed: 18AUG93

Content Area/	Score/	Light shaded area = State Goal Dark shaded area = Quality Performan	100
Strand	· S.E.	100 125 150 175 200	225
LANG ARTS: READING	173 ±4	######################################	
Literal Comp	193 ±5	······································	
Infer & Crit Comp	162 ±6	**********	
Reference & Study	180 ±3	**************************************	
		N = 42 S.G.=162 Q.F.*187	
MATHEMATICS	165 ±3	****	
Numbers & Num Rel	171 ±2	- <del></del>	
Operations & Comp	166 ±2	•	
Geometry	166 ±1	<b>→</b> ¥‰,	
Measurement	167 ±3	•••••	
Prob & Stat	191 ±3		
PROBLEM SOLVING	173 ±3	· · · · · · · · · · · · · · · · · · ·	
	<u></u>	N = 43 S.G.=167 Q.P.*192	_
SCIENCE	152,±2	0000	
Life Science	158 ±1	· • · · · · · · · · · · · · · · · · · ·	
Earth Science	156 ±1	••	
Physical Science	164 ±0	· • · · · · · · · · · · · · · · · · · ·	
Process Skills	160 ±3	***	
Env/Sci/Tech/Soc	149 ±1	+	
	<u> </u>	N = 43 S.G.=166 G.P.*193	
SOCIAL STUDIES	152 ±2	***	
Geog Regions	162 ±2	•• ••	
Canada Hist/Geog	134 ±0	<b>→</b>	
U.S. pre-1791	162 ±1	+	
U.S. 1791-1875	151 ±1	+	
U.S. 1875-1932	158 ±2	nelso.	
U.S. 1932-present	159 ±1	+•	
Skills	153 ±3		
- · · · · · · · · · · · · · · · · · · ·		N = 43 S.G.=176 G.P.=198	
HEALTH	171 ±2	•••	
Sfty/Prs/Mntl Hlth	1	eden .	
Nutrition	167 ±1	<b>→</b>	
Substance Abuse	180 ±1	+	
Growth, Dev & Fam	167 ±0	<b>1</b>	
		N = 43 S.G.=170 Q.P.=195	

Teking into account the stendard error (S.E.):

Your school's scores meet or exceed state goal in the erees of Language Arts: Reeding, Mathematics, and Heelth.

However, your school's scores do not indicate quality performance in any content area.



<sup>+ -</sup> the school score

Iowa Tests Of Basic Skills (Regular Program Students Tested)	Reading	
---	---------	--

	Number Tested		Perce Nati	Percent At/Above National Norm(NP=50)	00VB	
Grade	1993	1990	1991	1992	1993	*D1ff
					Ì	
01	69	78	99	36	58	
03	57	23	33	21	32	
. 60	42	62	27	21	2	
40	<b>4</b> 6	7	25	27	18	
05	44	24	9	‡	32	
School Total	246	20	32	53	56	6,
Elem. 1-5 Schools	23,856	09	54	54	51	ဗု
	Mathematics					
	Number		Percen	Percent At/Above	<b>0</b>	
	Tested		Na C 10		(NF=30)	
Grade	1993	1990	1991	1992	1993	*Diff
3	69	72	26	78	38	
05	57	99	48	9	65	
03	42	21	43	9	21	
40	46	29	28	37	5	
90	4	38	6	31	<b>4</b> 3	
School Total	246	54	9	33	38	ø
Elem. 1-5 Schools	23,687	67	09	29	26	<sub>'</sub>

4.73

47.4

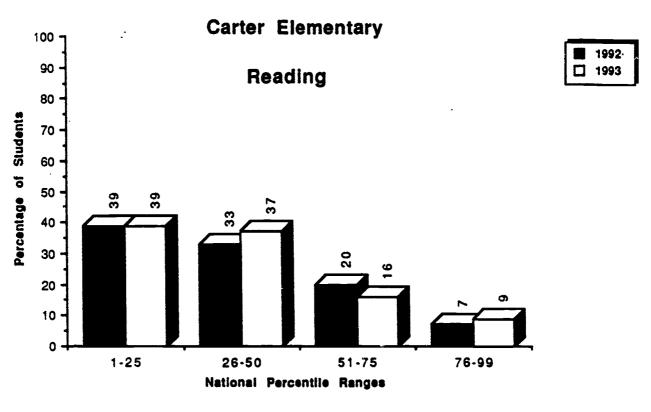
+ Difference  $\approx$  1993 - 1992

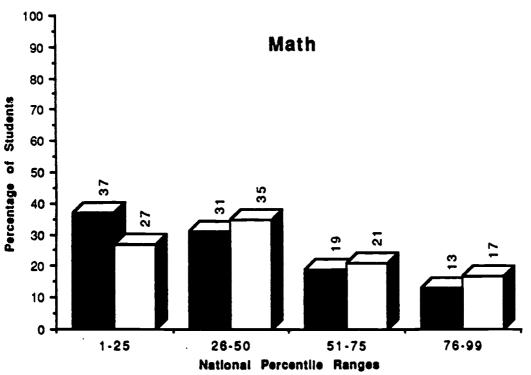
SCHOOL: 43147 CARTER ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		¥ I	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
10	62	17	27	62	24	39
00	10 4	11	31	54	35	65
E0	36	, LO	5	33	60	2
8	78	ĸ	<del>5</del>	<b>58</b>	5	8
90	0	Ξ	<b>38</b>	<b>•</b>	17	43
SCHOOL TOTAL	223	ស	25	223	68	9
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	23	21,123	12,103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993





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OS Non SWP O4 SWP

OE SWP

CARTER ELEMENTARY SCHOOL 10/06/93

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

			Gain	.27	-	7	ø			Gain	7	Ξ	7	-	ĸ
		tics	1992 1993	29	31	32	37		tics	1993	476 39 46	47	38	32	37
		Mathema	1992	32	90	36	31		Mathema	1992	39	36	66	34	32
			z	30	22	21	<b>5</b>			z	476	484	556	**	670
-	1							Ę	ı						
School								Syste							
			Gain	7	-	9	<b>-</b>			Gain	၉	•	-	ß	•
٠		<b>9</b> }	1992 1993 Gain	36	33	90	38		D.	1993	35 38 3	38	32	38	38
		Readin	1992	73	32	36	37		Readi	1992	35	35	34	33	34
			z	<b>58</b>	27	21	53			z	589	574	783	791	738
			Grade	O2 SWP	O3 SWP	O4 SWP	dMS 90			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP

\* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)



CARTER ELEMENTARY SCHOOL

•							
		at ics	1993	09	32	33	0
		Mathematics	1992	58	34	37	32
**			z	12	16	Ξ	ស
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years*	School		Gain	4	6	-12	-
Remedial tudents w					D.	. 59	39
· vi		Reading	1993	4	35	8	ო
		& •	1992	29	32	7	38
			z	12	17	42	2
			Grade	05	03	9	05

Gain

. E ç

		Gain	4	ဗု	8	9
	atics	1993	39 43	34	37	9
	Mathem	1992	39	37	35	34
			681			
Systes						
S	1	č		81	4	7
	D C	1993	36 36	35	39	42
	Reed	1992	36	33	35	35
		2	159	983	1062	1055
		Grade	03	03	8	02

Scores for students in the Program for Exceptional Children are excluded

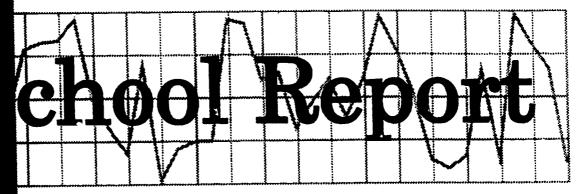
1992-93 Progression Status Report

Grades K - 5

		Pro	Promoted	Admin. Placed	aced	R⊕ T⊕	Retained	Total
Grade		z	Percent	Z	Percent	z	Percent	z
¥	School	49	98			01	7	74
	System	5, 184	35			294	ហ	5.478
0	School	54	73	2	3	18	24	7.4
9	System	4,879	683	202	▼	408	7	5,489
02	School	45	75	10	17	5	60	09
	System	4.527	5	257	ស	185	•	4,969
60	School	37	79	89	17	8	*	47
	System	4.598	92	260	ß	113	લ	4.971
\$	School	32	78	σ	22			14
	System	4.60	84	227	S	83	7	4.917
8	Schoo!	38	72	15	28			53
	System	4.588	96	191	4	20		4,799
	Schoo1	270	7.7	‡	13	35	01	349
	System 28,384	28,384	93	1,137	4	1, 102	*	30,623



# ATLANTA PUBLIC SCHOOLS



1992-93

# CARVER HIGH SCHOOL

Research & Evaluation

**Final** 



# CARVER HIGH SCHOOL 1992-93 FINAL SCHOOL REPORT Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement:
	Decline in active enrollment,
	• High mobility rate,
	• Lower pupil-teacher ratio as compared with the system's ratio,
	Low percentage of out-of-school suspensions,
	Operation of a Chapter I Schoolwide Project,
	• An increase in the pupil attendance rate, although it was substantially lower than the system's rate in 1992-93,
	• A slight decrease in the certified staff attendance rate, although it was above the system's rate in 1992-93.
485	486.



# Critical Ouestions

# II. Tests of Achievement and Proficiency (TAP)

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

B. Students who attended the school for seven or more attendance periods?

C. The percentage of students scoring within each quadrant?

# Findings

- The percentages of the school's students who scored at or above the national norm on the TAP in 1993 increased in reading and remained the same in mathematics.
- The school's percentages of students who scored at or above the national norm on the TAP were substantially lower than the system's percentages in both reading and mathematics.
- Compared to the performance of ninth graders in 1992, a lower percentage of tenth graders scored at or above the national norm in reading and a higher percentage in mathematics in 1993.
- For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the TAP in reading and mathematics were lower than the percentages obtained when all regular-program students were included in the calculations.
- In reading the percentages of students in the lowest national percentile ranges (1 25 and 26 50) decreased slightly, and the percentages in the two highest percentile ranges (51 75 and 76 -99) increased.
- In mathematics, the percentage of students in the lowest national percentile range (1 25) increased, the percentage in the next range (26 50) decreased, and the percentages in the two highest ranges remained the same.

3		
Critical Questions		Findings
III. Project Results		
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	In reading, the school's students whe a traditional program (percentile rain grade 9 and the same gain in gradesystemwide in schoolwide projects.	In reading, the school's students who would have been eligible for Chapter I in a traditional program (percentile rank less than 50) averaged a lower NCE gain in grade 9 and the same gain in grade 10 as compared to participants systemwide in schoolwide projects.
A. Chapter 1 - Schoolwide Project	In mathematics the s I in a traditional pro	In mathematics the school's students who would have been eligible for Chapter I in a traditional program averaged greater NCE gains in grades 9 and 10.
B. Remedial Education Program (REP)	The number of the s meaningful compari	The number of the school's identified REP students was too small to make meaningful comparisons or generalizations.
IV. Georgia Basic Skills Tests (GBST)		
How did the school's cumulative results for the classes of 1991 through 1993 compare to those of the system?	The school's percent to graduation increate been lower than the	The school's percentage of seniors who completed the GBST requirement prior to graduation increased substantially in 1993, but the school's percentage has been lower than the system's percentage for the past two years.
V. Progression Status		
How did the school's progression status compare to that of the system?	The school's percentess than the system graders were promo	The school's percentage of students who were promoted to the next grade was less than the system's percentage at each grade level. Only half of the ninth graders were promoted at the end of the year.
687		430

3		
Critical Questions		Findings
VI. Scholastic Aptitude Tests (SAT)		
How did the SAT scores of the seniors compare with the performance of seniors in Georgia and the nation? (Only the latest scores of students are included.)	• O 8 E	Compared with the performance of seniors statewide and nationally, the school's seniors averaged substantially lower scores on both the verbal and mathematics tests of the SAT. Very few seniors (20%) took the SAT in 1992.
VII. Advanced Placement (AP)		
A. How does the school's enrollment in each discipline compare to that of the system?	_ <del></del> -	The school's percentages of students enrolled in AP courses were lower than the system's percentages in language arts and social studies. No AP courses were offered at the school in either mathematics or science.
<ul><li>B. How does the school's percentage of students enrolled in at least one AP course compare to that of the system's percentage?</li></ul>		In comparison to the system, the school had a smaller percentage of students enrolled in at least one AP course during 1992-93.
VIII. Postsecondary Pursuits  How did the school's number and percentage of graduates engaged in postsecondary pursuits compare to those of the system?	•	Compared to the system, the school had a substantially lower percentage of graduates who enrolled in postsecondary institutions or enlisted in the military services, and much larger percentages of graduates who were employed or unemployed.

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EBT:um - SR#99 Department of Research and Evaluation November 8, 1993

# 1992-93 HIGH SCHOOL DATA DESCRIPTION SHEET

# General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentage in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

## Tests of Achievement and Proficiency (TAP)

The reading and mathematics subtests of the TAP are administered to students in grades 9 and 10. Each student in grade 11 takes one of five TAP subtests on a matrix sampling basis; therefore, no individual student scores are reported for grade 11.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for at least seven or more of the nine attendance periods and are still-on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics is included.

# **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS/TAP scores for two years (i.e., both 1992 and 1993) are included in the analysis.



# Georgia Basic Skills Tests (GBST)

The GBST are criterion-referenced tests which assess competencies in reading, mathematics, and writing. For students who entered grade 9 before July 2, 1991, passing the GBST is one of the requirements for graduating with a regular diploma. The percentages of all seniors who completed the GBST requirement before graduation are reported.

# Progression Status Report

Progression at each grade level is reported for two categories, promoted or not promoted, and is determined by the number of credit hours earned by students.

# Scholastic Aptitude Tests (SAT)

The SAT are required for admission to many colleges and other postsecondary institutions. Students may elect to take the tests, which are administered through The College Board, at scheduled times during the year. The SAT report for each high school is based on the latest SAT scores for the seniors of the class of 1992 who chose to take the tests.

# Advanced Placement (AP)

The Advanced Placement (AP) Program, which is sponsored by the College Board, offers high achieving secondary students an opportunity to study college level courses. These AP courses prepare students to take an examination in a special area. If they score high enough on the examination, they can exempt a college course at some colleges and/or receive college credit. Data are provided for the disciplines which are targeted in the Atlanta 2000 goals, specifically language arts, mathematics, science and social studies.

## Postsecondary Pursuits

The graduate follow-up data reflect the number and percentage of graduates reported as being engaged in various postsecondary pursuits as of three to six months after the indicated year of graduation.

LHW:ap R&E 8/12/93



08/06/93 CARVER COMPREHENSIVE HIGH

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (9-12) PRE-K (APS PRE-SCHOOL) B. ACTIVE ENROLLMENT (END OF YEAR)

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					DIFFERENCE	KACE	
				1 1 1 1 1 1			
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	PERCENT 3 YEARS	PERCENT
	\$ E		1 1 1 1 1 1 1			t	1
HOOL	583	919	638	-38	-5.6	52	4.6
ALL HIGH	14, 106	13,505	12,630	-875	-6.5	-1,476	- 10.5

STA	STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL	JOL C	ALL	ALL HIGH
i		•	1 1 1 1 1 1 1 1 1 1 1 1 1	* * * * * * * * * * * * * * * * * * * *	
		NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL:	\$ 1 5 7	1 1 1 1	1 ! ! ! !	1 1 1 1 1 1
	SEVEN OR MORE ATTENDANCE PERIODS	526	82	11539	-6
	LESS THAN SEVEN ATTENDANCE PERIODS	112	<del>1</del> 8	1112	on
6	PUPIL TRANSFERS:				
	NT OF	131	21	2728	22
	NUMBER/PERCENT OF PUPILS NEW TO APS	<b>7</b> 9	9	1499	12
		.50		.31	
<u>ښ</u>	PUPIL-TEACHER NATIO	18.6		20.3	
4	4. OUT-OF-SCHOOL SUSPENSIONS	24	4	1025	<b>60</b>

2728	1499	20.3	1025		1770	1581	1171	1106	3272
21	9		•		8.	<del>0</del>	<b>+</b>	-	02
131	4 0.	18.6	24		636	638	g	7	445
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	NUMBER/PERCENT OF PUPILS NEW TO APS	PUPIL-TEACHER NATIO	OUT-OF-SCHOOL SUSPENSIONS	PUPILS IN PROJECTS:	CHAPTER I READING	CHAPTER I MATH	REP READING	REP MATH	MAGNET ENROLLEES

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# 08/06/93 CARVER COMPREHENSIVE HIGH

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

ST	C. STAFF/SCHOOL FACTORS (END OF YEAR)	SCH	SCHOOL	ALL	ALL HIGH
1		1			
		NUMBER	PERCENT	NUMBER	PERCENT
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			: :
9	PERCENT PUPIL ATTENDANCE:				
			70.6		86.0
	1991-92		71.2		85.7
	1992-93		73.2		84.
7.	PERCENT CERTIFIED STAFF ATTENDANCE:				
	19-0-61		97.3		4.76
	200 - CO		97.5		97.5
	1992-93		97.4		97.2
æ	HIGH SCHOOL DROPOUTS 1991-92		23		51

	Iowa Tests Of Basic Skills	And/0r	Tests Of Achievement And Proficience	
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Tests Of Achievement And Proficiency (Regular Program Students Tested)

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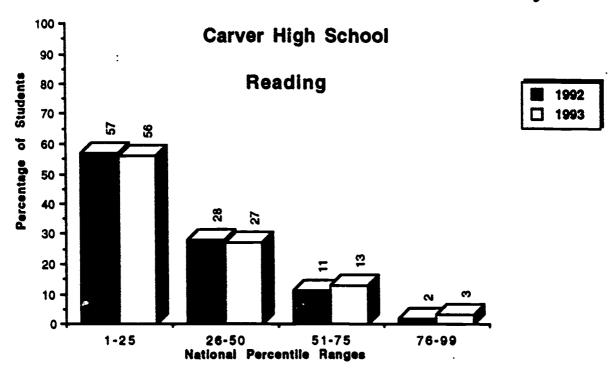
	Number		Perce	nt Aț/Ab onal Nor	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
		1				
60	199	788	17	15	<del>0</del>	
O.	104	19	25	<b>o</b>	=	
School Total	303	24	21	13	16	က
All High	6,097	43	39	36	37	Ŧ
	Mathematics					
	Number Tested		Percent Netion	Percent At/Above National Norm(NP=50)	/e (NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
<b>.</b> 80	202	50	9	7	ot ot	
01	104	36	37	11	Ξ	
School Total	306	27	25	9	9	
A11 High	6,143	42	33	32	34	7
+ Difference = 1993 - 1992						

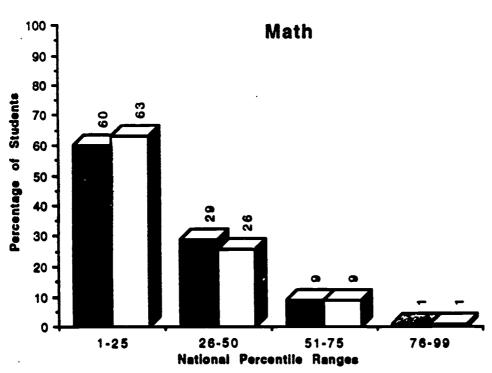
SCHOOL: 22154 CARVER COMPREHENSIVE HIGH

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

	READING	- 1	Z Z	MATHEMATICS	s o
NUMBER	NUMBER AT/ABDVE NAT NORM	PERCENT AT/ABDVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
170 96	58 6	17	172 96	<b>4</b> 0	ထတ
266	<b>8</b> 8	<b>‡</b>	268	23	<b>G</b>
5,606	2, 124	88	5,645	1,989	35

# Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation A. Prueti/August 12, 1993



Chapter I Results
Mean NCE Gains
Students with TAP Results for Two Years\*

School

tics	1993		22	25
Mathematics	1992		21 22	21
			76	
	Gatn		8	ø
<b>2</b>	1993		52	24
Reading	1992		23 25	8
	z	ı	82	47

Grade

dMS 60 10 SWP

Gain

	tics .	1993	25	21	52	
	Mathema	1992	24 25	23	22	
		z		123		
System						
		Gain	7	4	ø	
	ō.		29	<b>36</b>	28	
	Reading		22 29	22 26	22 28	
	Reading			127 22 26		

Gain

+ Scores for students in the Program for Exceptional Children are excluded
Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)





Remedial Education Plan (REP) Results
Mean NCE Gains
Students with TAP Results for Two Years\*

		Gatn	9-	-				Gain	7	a
	atics	1992 1993	19	5			atics	1993	37 33	58
	Ma them	1992	25	Ξ			Mathem	1992	37	27
		z		ď				z	368	174
School						System				
		rta	<i>L</i> :	4				בַ	la	
		<b>3</b> (	27					3	-2	
	1ng						ing			32
	Reading	1992 1993 GA					Reading		39 37	32 32
	Reading		22 49	13 17			Reading	1992 1993		

-13-

\* Scores for students in the Program for Exceptional Children are excluded

503

Carver High School July 1993

# GEORGIA BASIC SKILLS TESTS (GBST) CUMULATIVE RESULTS AS OF END OF SENIOR YEAR FOR CLASSES OF 1991 THROUGH 1993

	5	Students With GBST Record	GBST Record				·
	Completed R	Completed Requirement	Not Yet Completed Requirement	Yet lequirement	Students Without GBST Record	Without tecord	Total
Year	z	%	z	%	Z	%	z
School							
1991	66	95	4	4			104
1992	88	98	13	13	-	-	102
1993	78	92	7	8	0	0	85
System							
1991	2,865	94	176	9	19	-	3,060
1992	2,581	. 56	116	4	14	-	2,711
1993	2,671	94	148	5	15	-	2,834

Data Base: All seniors (including handicapped) as of June each year

All percentages were rounded to the nearest whole number. Note:

1992-93 Progression Status Report

Grades 9 - 12

			Promoted	- 0	Not Promoted	Total
Grade		z	Percent	Z	Percent	2
60	09 School	143	50	145	20	288
	System	2,878	69	1,323	31	4,201
0,	10 School	\$	76	32	24	132
٠,	System 2,474	2.474	E 83	909	17	2,980
11	11 School	0,	78	20	22	06
	System	2,260	<b>60</b>	318	12	2,578
12	12 School	72	7.83	11	13	83
	System	2,561	96	101	4	2,662
	Schoo1	385	65	208	35	593
	System	System 10,173	82	2,248	18	12,421







# SCHOLASTIC APTITUDE TESTS (SAT) PERFORMANCE OF 1991 AND 1992 COLLEGE BOUND SENIORS

# CARVER HIGH SCHOOL

•		Percent	20	58			SAT Total	1991 1992		743 741			
SAT	1992	No. Per	21 2	1556		Scores	natics	1992				476 8	
Number and referringe of Graduating Seniors Taking the SAT	1	Percent	40		-	SAT Mean Scores	SAT Mathematics	1991	324	393	444	474	
	1991	No.	36	1643			Verbal	1992	263	346	398	423	
			School	System			SAT	1991	271	350	400	422	
,									School	System	State	Nation	

MGB:cd June 24, 1993

だ 4.4 8.3





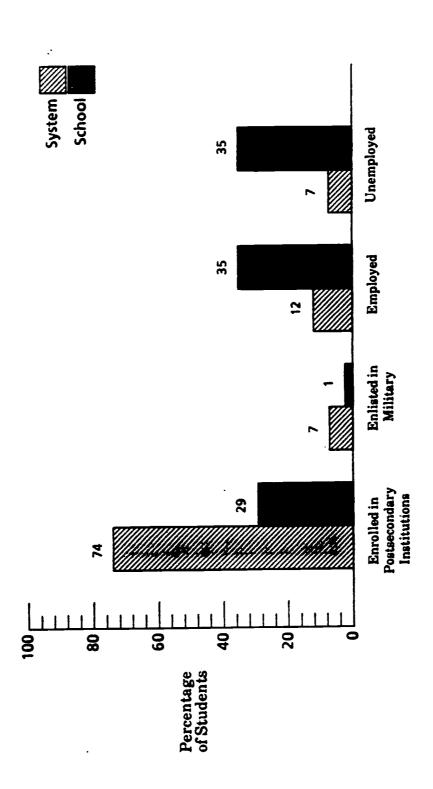
COURSES
(AP)
PLACEMENT
ADVANCED
IN SELECTED
Z
ENROLLMENT

DISCIPLINE/COURSE		SCHOOL	CHOOL			SYSTEM		
	NUMBER	NUMBER STUDENTS ENROLLED	ENROLLED		NUMBER S	NUMBER STUDENTS ENROLLED	LLED	
LANGUAGE ARTS	ď	NON-AP	TOTAL	% <b>A</b> P	ď	NON-AP	TOTAL	× AP
ENGLISH I-II (AMERICAN LITERATURE I AND II)	64	46	8	4	579	2,744	3,323	11
ENGLISH III-IV (LANGUAGE AND LITERATURE SURVEY I AND II)		174	185	g	106	2,393	3,099	53
TOTAL	£	220	233	ø	1,285	5, 137	6,422	50
MATHEMATICS								
CALCULUS		4	4		317	242	559	57
_		•	4		317	242	559	57
SCIENCE								
BIOLOGY		395	395		225	6,632	6,857	ო
PHYSICS		13	13		50	1,246	1,296	4
CHEMISTRY		7.4	7.4		95	3,023	3,118	ო
TOTAL		482	482		370	10,901	11,271	ო
SOCIAL STUDIES								
DEVELOPMENT OF U.S. DEMOCRACY/ MODERN U.S.	12	215	227	ഗ	415	5,470	5,885	7
TOTAL	12	215	227	ഗ	4 15	5,470	5,885	7
TOTAL ALL COURSES	25	921	946	င	2,387	21,750	24,137	9
	z	% OF	SCHOOL ENR	ENROLLMENT	z	% OF SYSTE	SYSTEM ENROLLMENT	•
STUDENTS ENROLLED IN AT LEAST ONE AP COURSE	4.		8		885		7	

# **Carver High School**

# Postsecondary Educational and Career Pursuits Atlanta Public Schools Graduates -- Class of 1992

(Percentages by Total Graduates Reporting)



# Class of 1992 Database

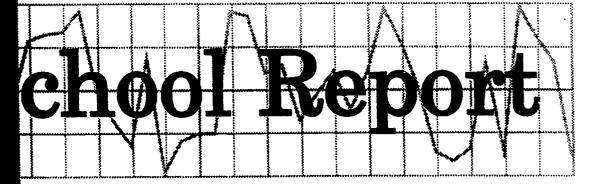
Percent Responding	88	95
Number Responding	74	2,174
Number Graduating	84	2,279
	School	System

517

€



# ATLANTA PUBLIC SCHOOLS



1992-93

# CASCADE ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# CASCADE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

ERIC Full Text Provided by ERIC

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>The school's active enrollment of 317 represents a decline of 9.4 percent over the preceding school year. The two year decline (-11.0) is two times greater than system (minus 5.8) enrollment over the same period.</li> </ul>
	• Two-thirds (66 percent or 210 students) transferred to the school. Only 78 percent of the students were on active roll seven or more attendance periods compared to 87 percent systemwide. The attendance declined has continued to trail system pupils' average attendance. The school's certified staff attendance, on the other hand, continued to increase and surpassed that of system's staffs.
	<ul> <li>Kindergarten students (62 percent) entered classes with no prior to six months preschool experience. First graders (98 percent) however, entered with prior kindergarten experience.</li> </ul>
	<ul> <li>Programs for instruction support consisted of Chapter I, Remedial Education Programs and an after-school program.</li> </ul>
519	023

8
ERIC **  *Full Text Provided by ERIC*

# Critical Ouestions

# II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?
- C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

# **Findings**

- The GKAP structurally assessed indicator -- "Sorts Sets of Objects" was the only task on which less than 90 percent of the students received ratings of proficiency. All other ratings for the school's pupils exceeded APS system and Georgia State ratings.
- The performance of kindergarten students in writing shows that the ending writing stages were mostly at or above Stage 5 -- "New Word Writer" (22 percent) and Stage 6 -- "Phrase/Sentence Writers" (61 percent).
- The posttest fiction scores for students in grades two through five declined below pretest percentages. Fewer percentages attained "excellent" and "upper adequate" scores on the posttests compared to the pretests.

Fourth and fifth grader students' were also administered pretests and posttests on non fiction reading selections. Some fourth grade students' who scored at the "upper adequate" level on the pretest slipped to the "middle adequate" level on the posttest.

students achieve  The school's third graders' score areas Language Arts: Reading a 93 school years. Each of the strexceed state goal.  The school's scores do not indic during the same two year period equality performance in any cont strands. "Literal Comprehension exceeded quality performance to Although fifth graders' scores discutive years, the school achievarea Language Arts in 1993.	ovided by ERIC		· · · · · · · · · · · · · · · · · · ·
III. Georgia Curriculum-Based Assessment Program  (1992, and 1993 Data)  Grades 3 and 5  In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?  A. Grade 3  B. Grade 5  Fifth graders' scored state goal during the same strands 'Literal' (exceeded quality performance strands 'Literal')  Although fifth gasers, the grades are a Language A particulary of the grades are a language A particulary of the grades are a language A particulary of the grades are a language A particula		Critical Questions	KINGINGS
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?  A. Grade 3  B. Grade 5  B. Grade 5  Fifth graders' scored state goal during the same of			
A. Grade 3  A. Grade 3  The school's thirr areas Language 293 school years.  Exceed state goal areas Exposite Scool during the same of the		In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
B. Grade 5		3	The school's thirr areas Language / 93 school years. exceed state goal
B. Grade 5			The school's scores do not indicate quality peformance in any content areas during the same two year period.
	3		
			Although fifth graders' scores did not indicate quality performance two consecutive years, the school achieved quality performance status in the content area Language Arts in 1993.
		7.5 C.5 C.5 C.5	50.54

Full Text Provided	ERI	
by ERIC	Critical Questions	Findings
	IV. Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	The overall ITBS results of regular students increased, but declined at the third and fourth grade levels in reading. There was an overall decline in mathematics of 12 percentage points. Fewer pecentages of pupils achieved national norm status at each grade level. (Note: The category "regular students" include students on active roll seven or more attendance periods and also students on active roll less than seven attendance periods.)
-4-	B. Students who attended the school for seven or more attendance periods?	Larger percentages of students on roll seven or more attendance periods achieved national norm status than "regular students" in reading and mathematics. The attendance litmus test appeared to positively affect the mathematics scores of first and second graders.
	C. The percentage of students scoring within each quadrant?	quadrant shows increases at the bottom and top quadrant. The mathematics trends, on the other hard, are in direct opposition to the positive trends. That is large percentages of students scored in the bottom two quadrants in 1993 than in 1992, while fewer percentages scored in the top two quadrant.
		922
	525	

Full Text Provided by E	ERIC	
ERIC	Critical Questions	Findings
-	V. Project Results	
<u></u>	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter 1 - Traditional Program	• Cascade's staff conducted Traditional Chapter I programs. The school's NCE gains show larger increases and decreases than system findings. Of notable concern is the decrease of 6 percent of second graders attaining NCE gains in reading, and the minus 10 and 11 percent achieving NCE's gains in mathematics at the second and third grades respectively. There were positive gains in reading and mathematics for systemwide non-schoolwide projects. A minus 1 percent occurred at the third grade level in mathematics.
-5-	B. Remedial Education Program (REP)	• REP NCE gains varied from a minus 5 in reading for second graders to a plus 13 NCE's at the third grade level. The schools' mathematics scores decreased nine and eight NCE's at the second and third grades. There was, however, a 10 NCE gain at the fifth grade level. Systemwide gains were less varied.
_	VI. Progression Status  How did the school's progression status compare to that of the system?	The school's promotional trend was comparable to system patterns.

EGL:sm - SR #17
Department of Research and Evaluation 1
October 25, 1993

# 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

# General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

# Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

# Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

# Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 CASCADE ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENPOLLMENT (END OF YEAR)

ပ်

						OIFFERENCE		
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	ARS PERCENT
SCH	SCHDOL ALL ELEMENTARY	356	33,791	31,480	-33	4.6.9	-39	-11.0
STA	STAFF/SCHOOL FACTORS (END OF	YEAR)			-	SCHOOL	ALL ELE	ALL ELEMENTARY
į	0 C C C C C C C C C C C C C C C C C C C				NUMBER	PERCENT	NUMBER	PERCENT
<del>-</del> :	PUPILS ON ACTIVE ROLL:	ANCE DEDT-10c			246	78	27498	87
	LESS THAN SEVEN ATTENDANCE PERIODS	NOANCE PERIOD	Ş		7.7	55	3982	<del>-</del>
6	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW NUMBER/PERCENT OF PUPILS NEW MOBILITY INDEX	PILS NEW TO S PILS NEW TO A	TO SCHOOL TO APS		25 8 8 8 4 8 4 8 4 8 4 8 8 8 8 8 8 8 8 8	4 <del>.</del> 8 8	9541 3873 38	30
ë	PUPIL-TEACHER RATIO				22.6		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	Ş			8	-	Ξ	0
5.	PUPILS IN PROJECTS:							
	CHAPTER I READING				29	61	15734	50
	CHAPTER I MATH				52	17	14903	47
	REP READING				9	50	4384	7
	REP MATH				83	<del>~</del>	3760	12
	AFTER-SCHOOL PGM. FOR	OR SCHOOL-AGE CHILDREN	CHILDREN		33	õ	2028	9



ERIC Full Text Provided by ERIC

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)	S	SCHOOL	ш	ALL ELEMENTARY
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	•	PERCENT	:	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	•	9	291	ល
K-GARTEN - HEAD START	8	ស	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	10	24	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	56	62	2391	45
FIRST GRADE - APS K-GARTEN	55	6	4862	06
FIRST GRADE - NON-APS K-GARTEN	g	ō	481	o
FIRST GRADE - NO K-GARTEN	-	, <b>CI</b>	9	-
PERCENT PUPIL ATTENDANCE: 1990-91		9.00 4.00 6.00 6.00		9 9 9
1992-93 7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1902-93		95.7 96.9		9.7.09 4.7.09

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# Georgia Kindergarten Assessment Program 1993

Overall	Overall Capability	ty.		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	eiving g	
	School	System	State	
				1. C
1. Communicative	93	93	92	<b>V</b>
	00	60	60	B
II. Logical-Mathematical	30	30	S	0
III. Physical	86	97	96	
IV Descent	86	76	66	11. L
	3	5		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
V. Social	100	94	93	æ
				O
Total Number Reported	42	5,325	95,915	O .

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 1g
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	100	93	<b>76</b>
B. Processes Auditory Information	86	76	<b>76</b>
C. Communicates Orally	92	16	<b>76</b>
D. Demonstrates Emergent Literacy	95	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	88	06	16
B. Makes Comparisons	100	16	16
C. Knows Numbers 1 to 10	100	83	93
D. Extends Patterns	98	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

# GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

# GKAP Capabilities. Key Indicators and Examples of Relevant Student Behaviors

## **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts recognizes similarities/differences in colors,
  - shapes, letters\*, and words interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words4
  - follows one- and two-part oral directions
     repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
    - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture
  - sequences pictures to tell a story makes predictions

  - I distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - I demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
  - writing whole sentences demonstrates understanding of left-to-right and top-to-bottom progression in reading and

# II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects

writing

- sorts objects by size\*, shape\*, color\* and/or
- sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*

    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
    demonstrates understanding of the concepts of smaller, larger and sams

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

# III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

## IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers

    attempts new activities without undue
    anxiety or fear
- plays well with other children
- B. Initiates Independent Activities

  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - # treats others and their belongings with respect

# V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
- B. Carries Out Assigned Tasks
  - 8 carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

ED ON END OF YEAR SAMPLE FILED IN STUDENT'S PURTFULLO AND SCURED	
AND M	
1.10	100
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	STAGE OF WRITING DEVELOPMENT+

PAGE

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SCHOOL	
CASCADE ELEMENTARY	
CASCADE	

	PERCENT	12.2	22.0	61.0	₽.	Q.
	NUMBER	ហ	თ	25	СÍ	7
		COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	TOTAL NUMBER
		<del>*</del>	ري 	 9	7:	
•		STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

# **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

R&E:jep 8/16/93 #441-107

5,10



PAGE

CASCADE ELEMENTARY SCHOOL SCHOOL:

ERIC

	TOTAL		7	7		45	45		37	37		51	51		174	1/4	
ç	FUS	×	24	22	7	16	24	∞	38	32	9	9.	45	<b>*</b>	27	22.1	ດ
2	IMPRO	z	5	6	7	7	=	<b>∢</b>	14	5	7	16	23	7	747	ດດ	20
		×	24			24	18	9	4-	<b>54</b>	<b>0</b>	16	20	<b>▼</b>	20	20 (	N .
	LOWER		ç	വ	r,	Ξ	<b>6</b> 0	භ '	ស	σ	◀	80	9	а	400	25	7
ATE		×	24	24	0	13	22	თ	22	19	ဇ	81	<del>1</del> 8	0	19	57	8
ADEQUATE	MIDDLE	z	9	\$	0	φ	5	∢	80	7	7	6	o	0	e .	ð,	77
	ER	×	22	32	9	24	50	<b>7</b>	24.	16	<b>6</b> 0	29	<b>1</b> 6	E	25	2.	*
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	ENT	×	ស	5	ស	22	16	φ	6	œ	ស	9	8	7	<b>o</b> (	י ת	0
	EXCELLENT	z	8	4	a	õ	7	ဗု	-	ო	N	6	-	7	9 :	<del>ن</del> -	7
			8	8	8	ო	က	ო	4	4	₹	r.	വ	ທ			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

543

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

# Periodic Reading Surveys

**Periodic Reading Surveys** evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, student's answer is worth

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) and Lower Adequate categories and to increase the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

CASCADE ELEMENTARY SCHOOL

	TOTAL	36	36		20	98 99 90 90
2	EMENT	% % In	33	<b>cc</b>	38 45 4	33
1	IMPROVEMENT	z <sup>o</sup>	12	ო	19	28 29
•		<b>≯</b>	17	ç	28 16 - 12	24 16 -8
	LOWER	z <sup>r</sup>	·	7	48 9-	21 14 -7
ATE	<b>"</b>	* °	6 8	<b>=</b>	24 28 4	26 33 7
ADEQUATE	MIDDLE	z÷	<u>+</u>	4	54.5	22 28 6
	α.	عو رد د	<b>,</b> 00	-17	0 8 8	14 14 12
	UPPER	z°	ne	9	ზ დ <del>4</del>	422
	ENT	<b>*</b> (	າຕ	0	044	-62
	EXCELLENT	z		0	000	- 60 60
		•	4 4	₩	ហសស	
		į	LEVEL	LEVEL	LEVEL LEVEL LEVEL	
		) ( ) (	PREJEST	DIFFERENCE	PRETEST POSTTEST OIFFERENCE	

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC.

SCHOOL:

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: CASCADE ELEM

School Code: 4055

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	eded area = S	tate Goal, dari	shaded area	= Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	166 ±3			-	***		- 463
Literal Comp	170 ±4				*****		
Infer & Crit Comp	163 ±4			•••	<del>rejerre</del>		
Reference & Study	175 ±2						
		N = 56		<b>s</b> .	0.=168	2.P.#196	
MATHEMATICS	170 ±3				andra.		
Numbers & Num Rel	174 ±3		•				
Operations & Comp	174 ±2						
Geometry	173 ±2						
Meesurement	174 ±2				oofen		
Prob & Stat	188 ±2					i .	
PROBLEM SOLVING	168 ±2	ł			and an		
1		M = 54		\$.	9.2367	1.P.#142	
SCIENCE	148 ±2			****			· .
Life Science	165 ±2	Ì		'	**		
Earth Science	151 ±2			**	1		•
Physical Science	143 ±1	1		<b>+</b>		. X	
Process Skills	156 ±1			•			
Env/Sci/Tech/Soc	148 ±3			**************************************			
		M = 56			0.=167	t.P.#142	
SOCIAL STUDIES	161 ±3			***			
Communities	160 ±2			•••	•	•	
Citizenship	168 ±4			'	****		
American Heritage	158 ±2			**	ı		
Skills	175 ±3	1					
		M = 54		\$.	9.=167	1.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathemätics.

However, your school's scores do not indicate quality performance in any content area.

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: CASCADE ELEM

School Code: 4055

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	led area = S	tate Goal Da	irk shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	22:
LANG ARTS: READING	171 ±3		- ·		444		
Literal Comp	178 ±3				*******		
Infer & Crit Comp	170 ±4				****		
Reference & Study	173 ±2				) <del>ouis</del> e	•	
<u>-</u>	<u> </u>	N = 57			S.G.=168	0.8.2198	
MATHEMATICS	174 ±2	1			refee		
Numbers & Num Rel	177 ±2	1			, ***	•	
Operations & Comp	179 ±2				l sojes		
Geometry	175 ±2				*****		
Measurement	173 ±2				eofos.	\$	
Prob & Stat	191 ±1				1	4.	
PROBLEM SOLVING	172 ±2				**	<b>1</b>	
	<u> </u>	N = 57			S.G.=167	Q.P. ±192	
SCIENCE *	154 ±2			***			
Lifa Science	169 ±2			•	**		
Earth Science	162 ±2				**		•
Physical Science	141 ±2			***	•		
Process Skills	158 ±1	1			<b> •</b>		
Env/Sci/Tech/Soc	154 ±3			***	•		
	<del></del>	N = 56			S.G.=167	Q.P. ±192	
SOCIAL STUDIES	167 ±3				***	3 1. 3.5	
Communities	167 ±2				**	••• •••	
Citizenship	170 ±3				****		
American Heritege	162 ±2				***		
Skills	170 ±2				***		
		N = 56			S.G.=167	Q.P.=152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reeding, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

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X--The 1993 Science scaled score reflects en increesed weighting on Process Skills

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\*\*\* = the standard error (S.E.)

. Note: Centent Area scores are scaled separately and are not simple everages of strand scores.

### **School Content Area Summary**

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: CASCADE ELEM

School Code: 4055

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS: READING	178 ±4	200 26
Literal Comp	194 ±4	**************************************
Infer & Crit Comp	177 ±6	
Reference & Study	179 ±2	
		M = 56
MATHEMATICS	166 ±3	
Numbers & Num Rel	171 ±2	· · · · · · · · · · · · · · · · · · ·
Operations & Comp	165 ±2	- The second sec
Geometry	167 ±	en en
Measurement	165 23	+
Prob & Stat	192 ±3	****
PROBLEM SOLVING	172 ±3	Professor
	13	# # 56 S. 9. #167 O. P. #1#G
SCIENCE	153 ±2	
Life Science	160 ±1	enimo
Earth Science	158 ±1	4
Physical Science	150 ±1	+
Process Skills	159 ±1 158 ±3	
Env/Sci/Tech/Soc	156 ±3	and and an area of the second and area of the second area of the second and area of the second and area of the second area of the second and area of the second and area of the second area of the second and area of the second and area of the second and area of the second and area of the second and area of the second and area of the second and area of the second area of the second area of the second area of the second area of the seco
	-44 11	# \$ \$6
SOCIAL STUDIES	153 ±1	
Geog Regions	155 ±2	**
Canada Hist/Geog	No resert	Strend centains fower than trn items.
U.S. pre-1791	No report	
U.S. 1791-1875	162 ±1 152 ±1	**
U.S. 1875-1932	152 ±1 160 ±1	***
U.S. 1875-1932 U.S. 1932-present	160 ±1 161 ±1	*
U.S. 1932-present Skills	1	+
3K1112	153 ±3	004000 M n S4
HEALTH	178	N = 56 S.B.=178 B.P.=193
	175 ±2 No report	Street contains four than ten items.
Safety Nutrition	1	Strand contains fewer than ten items.
Nutrition	168 ±1	Steam and the four the ten land
Personel Heelth	No report	Strend centains fewer then ten itaga.
Substance Abuse	183 ±2	<del></del>
Growth, Dev & Fam	169 ±1	+
Mental Health	No report	Strend contains fower then ten items.
		N = \$6 \$.8.=170 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the ereas of Lenguage Arts: Reading, Mathematics, and Health.

However, your school's scores de not indicate quality performance in any content area.

### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: CASCADE ELEM

School Code: 4055

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.		na = State Goal Dark si		= Quality Perform	nance
LANG ARTS: READING	183 ±4	100 12	25 150	175	200	225
Literal Comp	183 ±4 202 ±4	ſ		****	140·	
Infer & Crit Comp	1 1	1		•	***************************************	
Reference & Study	174 ±6	Į.		*****		
Marananca & Study	182 ±2	<b>M -</b>		**[**		
MATHEMATICS	170 40	N = 50			0.F.×187	
	170 ±2	l .			_	
Numbers & Num Rel	173 ±2	(		**		
Operations & Comp Geometry	169 ±2	1		**	٠.	
	169 ±1	•		+		
Measurement	166 ±3	ţ.	•••	<del> </del>		
Prob & Stat	195 ±3		•		inden.	
PROBLEM SOLVING	178 ±3	1		***	. :	
CUENCE	150	N = 50		=167	Q.P.×192	
SCIENCE	158 ±2	(	**			
Life Science	160 ±1	l .	*		• )	
Earth Science	158 ±1	1	+			
Physical Science	165 ±1	ţ	•	•		
Process Skills	166 ±3	ſ	•	- - - -	강하네가.	
Env/Sci/Tech/Soc	151 ±1	1	+			
000741 0000000	<del> </del>	N = 50		=168	Q.P.×193	
SOCIAL STUDIES	154 ±1	ţ	+	<b></b>	4.	
Geog Regions	163 ±1	1	· +		signification of	• •
Canada Hist/Geog	134 ±0	1	<b>†</b>			
U.S. pre-1791	162 ±1	l .	•		14 V 14 1	
U.S. 1791-1875	153 ±1	ţ	+ '		No decision of the	
U.S. 1875-1932	161 ±1	<b>!</b>	' <b>+</b>			
U.S. 1932-present	160 ±1	1	• <del> •</del>			
Skill <b>s</b>	158 ±3	1	• <del>••• •••</del>			
		N = 51	<u>\$.6.</u> :	=170	9.P. =195	
HEALTH	173 ±2		- <del></del>	**	100	
Sfty/Prs/Mntl Hlth	179 ±2	Ţ		, 		•
Nutrition	168 ±1	₹		<sub>{</sub>	1.54	
Substance Abuse	182 ±1	ţ		-	:: ·	
Growth, Dev & Fam	167 ±1	t .	•	<b>→</b>		
	1	N = 51	S.G.:	1	0.P.=195	

Taking into account the stendard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Languege Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the erea of Language Arts: Reading.

551

† • the school score

!\* \* the standard error (S.E.)

 $<sup>\</sup>mathbb{R}[C]$  ) to: Content Area secret ore scaled separately and are not simple everages of strand secret.

Iowa Tests Df Basic Skills (Regular Program Students Tested)

### Reading

	Number Tested		Perce	ent At/Ak lonal Nor	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
10	64	=	55	64	20	
02	40	4	99	25	20	
03	56	99	99	34	27	
\$	47	63	56	47	56	
05	53	48	53	47	23	
School Total	274	53	53	0	43	8
Elem. 1-5 Schools	23,856	09	<b>Q</b>	₽ <b>4</b>	51	ဇု
	Mathematics					
	Number		Percen Natio	Percent At/Above National Norm(NP=50)	.ve (NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
10	63	65	53	61	44	
02	40	69	69	65	<b>6</b> 6	
03	54	67	23	45	4	
3	47	02	56	46	34	
05	53	79	28	26	22	
School Total	271	67	25	22	£	-12

\* Difference = 1993 - 1992

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36

29

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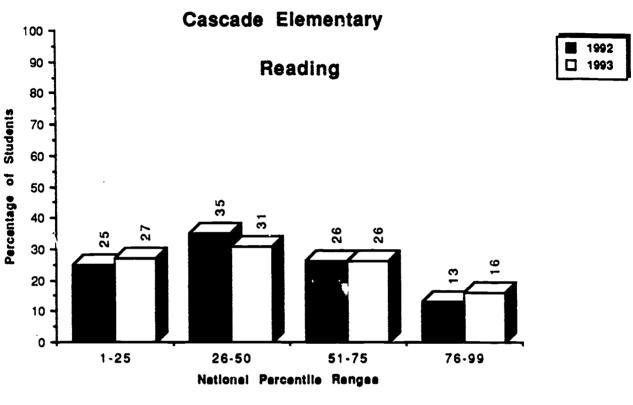
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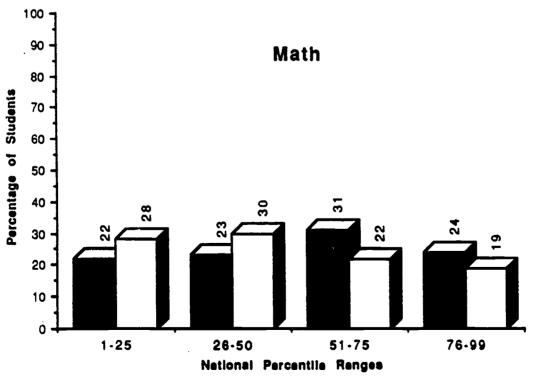
Elem. 1-5 Schools

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

s s	PERCENT	AT/ABOVE	NAT NORM	49	7	36	39	52	<b>‡</b>	57
MATHEMATICS	NUMBER	AT/ABOVE	NAT NORM	22	<del>2</del>	<b>1</b> 5	7	24	6	12, 103
<b>T</b>		NOTER	TESTED	45	7	42	36	7	211	21,123
	PERCENT	AT/ABOVE	NAT NORM	29	52	27	28	52	1	53
READING	NUMBER	AT/ABOVE	NAT NORM	27	23	12	9	23	92	11,200
		NUMBER	TESTED	46	4	4	36	4	214	.5 21,280
			GRADE	10	00	03	40	90	SCHOOL TOTAL	ELEMENTARY K-5 SCHOOLS 21,280

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency









CASCADE ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

9 1993 **58** 37 Mathematics 33 39 33 1992 38 8 17 Ξ z Schoo 1 Ga in ო ç 9 1993 58 7 36 36 Reading 35 27 33 38 1992 ŧ 7 17 7 z 04 Non SWP OS Non SWP 02 Non SWP 03 Non SWP Grade

Gain

9

=

		Gain	7	Ξ	7	-	8	က	ស	60
	tics	1993	39 46	47	38	35	37	38	39	42
	Mathema	1992	39	36	39	34	35	35	34	34
		z	476	494	556	444	670	732	747	858
E	ŧ									
System										
		Gain	က	4	-	ហ	•	9	9	6
	<u>p</u>	1993	38	39	35	38	38	42	9	45
	Reading	1992 19	35	35 3	34	33	34	36	34	36
		z	289	574	783	191	738	827	764	883
		•	SWP		SWP		Non SWP		Non SWP	
		Grade	02 Non SWP	02 SWP	O3 Non SWP	O3 SWP	No	SWP	Non	OS SWP
		-	8	05	03	03	9	9	0	90

\* Scores for students in the Program for Exceptional Children are excluded Key: SWP = School Wide Project School(s) NonSWP = NGN-School Wide Project School(s)

558

				Gain	6.	8	ო	0			Gain
			atics	1993	77	34	33	<b>+</b>		natics	1993
			Mathematics	1992	33	43	30	31		Mathematics	1992
80 F.				z	<b>o</b>	<b>‡</b>	7	15			z
P) Result											
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years*	Schoo1								System		
ducation Mean N	Š	İ		<b>c</b>	l . <u>.</u>	_			σ	I	٥
edial E				Ga 1n	r.	13	•				Gain
Rem			g	1993	29	9	32	33		1ng	1993
			Reading	1992	34	27	34	39		Reading	1992
				z	=	23	7	12			z
				Grade	03	03	8	02			Grade

<u>ن</u>

Scores for students in the Program for Exceptional Children are excluded

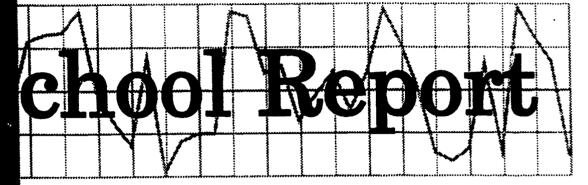
CASCADE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Total	Z	42	5,478		5,489	55	4,969	58	4,971	45	4,917	53	4,799	317	30,623
Retained	Percent		ហ	ø	7	<b>o</b>	4	ю	8		7			ю	•
Ret	z		294	4	408	ស	185	8	113		83		20	11	1,102
, Dec	Percent			ю	4	2	ß	3	S		ភ	4	4	8	•
Adatn. Placed	z			7	202	-	257	7	260		227	8	191	7	1,137
Promoted	Percent	100	95	16	68	68	6	6	92	100	94	96	96	94	6
ď	z	42	5, 184	58	4.879	\$	4.527	40	4,598	45	4,608	51	4,588	299	System 28,384
		School	System	School	System	School	System	School	System	School	System	School	System	Schoo l	System
	Grade	¥		10		03		03		*0		90			

### ATLANTA PUBLIC SCHOOLS



1992-93

## COLLIER HEIGHTS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# COLLIER HEIGHTS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
1. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The opening of a neighborhood middle school resulted in changing the organization of Collier Heights from a K-7 school to one that provided instruction to students in kindergarten through fifth grade. The school continued to attract new students from in and outside of the system, which resulted in a student population (570) that was almost at the former level of 600.
	<ul> <li>Staff school factors for the first year as a K-5 school were characterized as follows:</li> </ul>
	Stable student enrollment was 91 percent.
	Average class size was 22 students.
	Low percentages of the student population were served in Chapter I (22 percent) and Remedial Education (19 percent).
	The majority of the kindergarten students (65 percent) attended formal preschool programs.
	All of the first graders formerly attended kindergarten.
	Average student attendance (95 percent) was above the system average of 94 percent.
	Average staff attendance (97 percent) was at the same level as teachers systemwide.
	<ul> <li>Programs for instructional support included Chapter I, Remedial Education, Foreign Language, Exceptional Children, computer-assisted instruction and other local projects and services.</li> </ul>
564	588



	Critical Questions		Findings	
=	Performance-Based Assessment			
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP)	<ul> <li>The performance products and obs</li> </ul>	The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.	
	Capabilities or Key Indicators suggest a need for attention?	The GKAP mea and behavioral students in five ratings on the Logical/Mathem percent), and Sc kindergarten s	The GKAP measured performance on structured assessment activities and behavioral observations for the capabilities of the 92 kindergarten students in five areas. The percentages of students receiving "yes" ratings on the five areas were: Communicative (90 percent), Logical/Mathematical (87 percent), Physical (98 percent), Personal (92 percent), and Social (97 percent). A range of 86 to 96 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.	
	B. What was the ending performance of kindergarten students in writing?	• The end-of-year portfolios were s for 89 students s writing develop Invented Word Phrase/Sentence Story Writer (0)	The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 89 students showed the following number of students in each stage of writing development: Pictographic Writer (2), Scribble Writer (4), Invented Word Writer (2), Copier (23), New Word Writer (19), Phrase/Sentence Writer (23), Simple Story Writer (16), Intermediate Story Writer (0), and Advanced Story Writer (0).	
		• The writing skilend of the k Phrase/Sentence assessed at the I	The writing skills of students generally ranged across four stages at the end of the kindergarten year; Copier, New Word Writer, Phrase/Sentence Writer and Simple Story Writer. No students were assessed at the Intermediate or Advanced stage of writing development.	
	<ul><li>C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?</li></ul>	• Students in grace Survey tests ir independent rea and nonfiction r	Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.	
		• The fiction resu of students need the pattern for Improvement or should be noted students).	The fiction results for second and fourth grades showed that the number of students needing improvement decreased at the end of the year while the pattern for grades 3 and 5 showed more students in the Needs Improvement or Lower Adequate categories at the end of the year. (It should be noted that results were reported for 48 of 77 third grade students).	
	J. J. J. J. J. J. J. J. J. J. J. J. J. J			

Critical Quaetions	Findings
II. Performance-Based Assessment	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For the nonfiction reading selection, fifth grade students improved their performance which resulted in 20 percent more students in the Adequate and Excellent categories.
(Continued)	<ul> <li>Fourth grade students performed better on the fiction reading selection than for nonfiction. Twenty-three percent more students ended the year in the Lower Adequate and Needs Improvement categories for fiction.</li> </ul>
III. Georgia Curriculum-Based Assessment Program (1892 and 1993 Data)	
	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items.
	• The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scaled scores met or exceeded the State Goal in the content areas of Language Arts/Reading, Mathematics, and Social Studies. Performance on one of the Science strands, Life Science, was at the State Goal for both years. Performance for Probability and Statistics was at Quality Performance for 1993.
B. Grade 5	• For Grade 5, students achieved the State Goal performance criterion in 1992 and 1993 for the content areas of Language Arts/Reading, Mathematics and Health. The performance for the Social Studies Skills strand was at State Goal in 1992.
O C.	<ul> <li>Additionally, the school's scores in 1992 and 1993 indicated Quality Performance in the content area of Language Arts/Reading, and for the Mathematics strand, Probability and Statistics.</li> </ul>
	269

	Critical Questions	Findings
	. Iowa Tests of Basic Skills (ITBS)	
_	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	<ul> <li>Reading and mathematics achievement at Collier Heights remained above the national norm from 1986 to 1992. The percentages of students earning scores at the national norm level in 1992 were 54 for reading and 58 percent for mathematics.</li> </ul>
		• Total school performance on the ITBS for 1993 declined from 54 to 45 percent in reading and 58 to 56 percent in mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 were as follows:
		<ul> <li>Grade 1 - 51 percent for Reading; 60 percent for Mathematics</li> <li>Grade 2 - 51 percent for Reading; 61 percent for Mathematics</li> <li>Grade 3 - 25 percent for Reading; 37 percent for Mathematics</li> <li>Grade 4 - 36 percent for Reading; 53 percent for Mathematics</li> <li>Grade 5 - 59 percent for Reading; 68 percent for Mathematics</li> </ul>
	B. Students who attended the school for seven or more attendance periods?	• Ninety-one percent of Collier's students remained stable at the school for seven or more of nine attendance periods; that is 140 or more of 180 days of attendance. Achievement at or above the national norm for this stable group was two points higher for reading (47 percent) and three points higher for Mathematics (59 percent) when compared to the total group.
	C. The percentage of students scoring within each quadrant?	<ul> <li>The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading and mathematics achievement scores in the higher percentile ranges (51-99).</li> </ul>
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of	<ul> <li>Collier Heights implemented the traditional Chapter I Program in which students made the following mean NCE gains from 1992 to 1993:</li> </ul>
	the system for students identified on the project scan sheet?  A. Chapter I - Traditional Program	Grade 2 - 4 NCE gains for Reading; 6 NCE gains for Mathematics Grade 3 - 4 NCE loss for Reading; 5 NCE gains for Mathematics Grade 4 - Maintained NCE at 34 for Reading; 6 NCE gains for Mathematics Grade 5 - 4 NCE gains for Reading; 8 NCE gains for Mathematics
]	07.3	57.1

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inc .	<u></u>	Critical Questions	Findings
	>	Project Results (Continued)	
		How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	
		A. Chapter I - Traditional Program (Continued)	• Systemwide, students in traditional Chapter I programs averaged reading gains of 1 to 6 NCE points, and 2 to 7 points for mathematics. A loss of one NCE point occurred for third grade mathematics.
		B. Remedial Education Program (REP)	REP students in grades 2, 4, and 5 averaged 1 to 3 NCE gains in reading, and grades 2 through 5 averaged 3'to 7 NCE gains in mathematics. A loss of 3 NCE points occurred for third grade reading.
			<ul> <li>Systemwide, students in grades 3, 4, and 5 gained 2 to 7 NCE points in reading, and mathematics gains of 2 to 5 points were made in grades 2, 4, and 5. Second grade students remained at 36 NCE for reading, and third grade students lost 3 NCE points for mathematics.</li> </ul>
-5-	VI.	l. Progression Status	
		How did the school's progression status compare to that of the system?	Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.
			A range of 87 to 97 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 85 percent were promoted. Fifteen percent were retained.
			The Progression Status Report for 1992-93 showed that 84 percent of Collier's students were promoted, 7 percent were administratively placed and 9 percent were retained. Systemwide, 93 percent were promoted, 4 percent were administratively placed and 4 percent of the K-5 elementary students were retained.
	_		

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITLS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progress on Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 COLLIER HEIGHTS ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

ပ

				:	DIFFERENCE	ENCE	
	1990-91	1991-92	1992-93	2 YEARS		3 YEARS	PERCENT
SCHOOL ALL ELEMENTARY	618	610	570	-40	9.9	-2,940	-7.8 -5.3
STAFF/SCHOOL FACTORS (END OF	F YEAR)				SCHOOL	ALL ELEMENTARY	MENTARY
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	DANCE PERIODS ENDANCE PERIOD	S		521 521	PERCENT 94	NUMBER 27498 3982	PERCENT 87
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW TO SCHOOL NUMBER/PERCENT OF PUPILS NEW TO APS MOBILITY INDEX	UPILS NEW TO S UPILS NEW TO A	SCHOOL NPS		24. 5. 5. 6. 6. 6.	್ಷ 🌣	9541 3873 .38	30
3. PUPIL-TEACHER RATIO				21. <sub>©</sub>		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	S			Ó.	8	111	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING				127	22	15734	20
CHAPTER I MATH				126	22	14903	47
REP READING				106	61	4384	7
REP MATH				109	6	3768	12
FOREIGN LANGUAGE IN	ELEM. SCHOOLS	vo		65	=	1539	ſΩ

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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STA	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL FL	ALL ELEMENTARY
	PUPILS IN KINDERGABIEN AND FIRST GRADE:	X I I I I I I I I I I I I I I I I I I I	T L L		TEXCEN.
	K-GARTEN - APS PRE-SCHOOL	-	-	291	ហ
	K-GARTEN - HEAD START	М	ო	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	52	61	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	31	34	2391	45
	FIRST GRADE - APS K-GARTEN	102	2	4862	<b>6</b>
	FIRST GRADE - NON-APS K-GARTEN	7	φ	481	œ
	FIRST GRADE - NO K-GARTEN	•	•	09	-
O	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		96.7 95.9 95.3		9 9 9 4 4 4 4 - 3
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.7 97.4 97.2		97.2 97.4 97.4

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# Georgia Kindergarten Assessment Program 1993

 Overal	Overall Capability	ty		Str
Capabilities	Percei	Percentage Receiving "Yes" Rating	siving g	Capabil
	School	System	State	Ney III
				1. Communicat
 I. Communicative	90	93	92	A. Processes
II I orion Mothematical	87	80	03	B. Processes
II. Logical Maniellatical	6	3	3	C. Communi
III. Physical	86	97	96	D. Demonstr Literacy
IV Personal	65	94	86	II. Logical-Matl
				A. Sorts Sets
V. Social	97	94	93	B. Makes Co
				C. Knows No
Total Number Reported	85	5,325	95,915	D. Extends P

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving ng
ney muicators	School	System	State
I. Communicative			
A. Processes Visual Information	06	86	85
B. Processes Auditory Information	93	92	92
C. Communicates Orally	96	91	92
D. Demonstrates Emergent Literacy	98	90	88
II. Logical-Mathematical			
A. Sorts Sets of Objects	28	06	91
B. Makes Comparisons	16	91	91
C. Knows Numbers 1 to 10	91	93	93
D. Extends Patterns	93	62	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383:104

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part oral directions
- repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories

    - relates experiences
    - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  sequences pictures to tell a story

  - makes predictions
  - # distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - anguage
    prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
    writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
     demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities

  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)

  makes independent choices during openended activities
- C. Acts Responsibly follows classroom rules
  - treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.



1 L S			4 1203
PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	EMENTARY
ATLANTA	STAGE OF	END OF	COLLIER HEIGHTS ELEMENTARY

PAGE

			NUMBER	PERCENT	
STAGE 1:	<u>::</u>	PICTOGRAPHIC WRITER	6	2.2	
STAGE 2:	.:	SCRIBBLE WRITER	•	4. rù	
STAGE 3:		INVENTED WORD WRITER	8	2.2	
STAGE 4:	<del></del>	COPIER	23	25.8	
STAGE 5:	.: ::	NEW WORD WRITER	6	21.3	
STAGE 6:	 <b>9</b>	PHRASE/SENTENCE WRITER	23	25.8	
STAGE 7:	7:	SIMPLE STORY WRITER	16	18.0	
		TOTAL NUMBER	6	8.66	



7/21/93

# Stages of Writing Development

to make judgments about the child's written language fluency, imaginative thinking and Knowledge of Tetter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Pictographic Writer Stage 1

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

PhraselSentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9

Advanced Story Writer Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

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COLLIER HEIGHTS ELEMENTARY SCHOOL:

	TOTAL		86	98		48	48		<b>5</b>	\$		75	75		309	308	
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+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global challenge Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, g, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a spelling, or handwriting. student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

COLLIER HEIGHTS ELEMENTARY

SCHOOL:

							ADEQUATE	ATE				Ç	
			EXCELLENT	LENT	UPPER	PPER	MIDDLE		LOWER	; &	NEEDS IMPRDVEMENT	DS	TOTAL
		,	Z	<b>3</b> 2 -	z	<sub>કર</sub> ે	z	<b>3</b> 2			z <sup>(</sup>	<b>3</b> e :	•
PRETEST	LEVEL	٠,	<del>1</del> "	4 4	- o	F 6	9 70	56	- c	1.4 4.0	9 0	9 0	5
DIFFERENCE	LEVEL	• •	စ ထု	၀ ဆု	- <del>-</del> -	<u>.</u>	<b>5</b> ?	<b>,</b> 7	1 7	11	5 5 5	2 2	2
PRETEST	LEVEL	2	8	-	=	7	<b>6</b>	12	25	32	29	38	77
POSTTEST	LEVEL	رب ريا	7	48	<b>-</b>	<del>&amp;</del>	=	7	13	17	25	32	77
DIFFERENCE	LEVEL	រភ	=	7	ო	4	ત	8	-12	- 15	7	9	
			17	0	42	24	32	50	39	22	45	25	178
			50	-	32	<b>6</b>	32	50	38	21	53	30	178
			ო	-	- 10	9	0	0	7	7	∞	ស	

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: COLLIER HEIGHTS ELEM

School Code: 1057

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dark	shaded area :	<ul> <li>Quality Performance</li> </ul>	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	178 ±2				•		
Literal Comp	183 ±2				**		
Infer & Crit Comp	176 ±3				***		
Reference & Study	177 ±1	ì			+		
	<u> </u>	N = 97		<u>s</u> .	G. #165 Q	P.#156	<del></del>
MATHEMATICS	176 ±2	<u>}</u> .			** **		
Numbers & Num Rel	175 ±2	}					
Operations & Comp	179 ±2					uļītu.	
Geometry	176 ±1				+		
Measurement	181 ±2				***		
Prob & Stat	188 ±1					<b>★</b> [37 H	
PROBLEM SOLVING	177 ±2	į			**	7 P. 1875	
		N = 97			G.=167 Q	.P.#152	
SCIENCE	154 ±2			**			4
Life Science	167 ±2	ļ	•		***		
Earth Science	160 ±2			•••	••		<u>.</u>
Physical Science	142 ±1			+			Š
Process Skills	159 ±1			++		AUG (MILE)	
Env/Sci/Tech/Soc	152 ±2			**			
		<u> </u>			<u>.c.=167</u>	P.#152	
SOCIAL STUDIES	165 ±2				••••		
Communities	164 ±2				oofco		
Citizenship	176 ±3				***		
American Heritage	161 ±1			•	<b>†•</b>		
Skills	173 ±2	}		_	***		
		N = 97			.e.=167	.p.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

† = the school secre

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: COLLIER HEIGHTS ELEM

School Code: 1057

**GRADE 3** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area =	= State Goal Dari	shaded area	= Quality Perform	
LANG ARTS: READING	173 ±3					225
Literal Comp	180 ±3			***		
Infer & Crit Comp	173 ±3			440 404		
Reference & Study	172 ±1			***	4.9	
		N = 72	€	₩ 6.=16 <b>5</b>	0.P.+19#	
MATHEMATICS	174 ±2			refea	**************************************	
Numbers & Num Rel	173 ±2			estes estes		
Operations & Comp	177 ±2				Big in the State of the State o	
Geometry	176 ±1				20 00 00 00 00 00 00 00 00 00 00 00 00 0	
Measurement	178 ±1			T		
Prob & Stat	190 ±1			T	**************************************	
PROBLEM SOLVING	176 ±2			anton		
		N * 72		6.=167	0.F.#192	
SCIENCE *	154 ±2		***		300.000 (100.000) 300.000.000000000000000000000000	
Life Science	170 ±1		1	aja		
Earth Science	163 ±1			• <del> </del> •		٠,
Physical Science	144 ±1		•••	į.		
Process Skills	154 ±1		l <del>ele</del>			
Env/Sci/Tech/Soc	154 ±3		and the			
		N = 72	S.	G.=167	9.P.×192	
SOCIAL STUDIES	166 ±2			** **		10.0
Communities	164 ±1			+• '	go mail Oktober in to the	:
Citizenship	179 ±3			1		
American Heritage	164 ±1			+		
Skill <b>s</b>	168 ±2			1 ***		
		N = 72		6.=167 O	.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increesed weighting on Process Skills

Note: Content Area secres are scaled separately and are not simple averages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: COLLIER HEIGHTS ELEM

School Code: 1057

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS: READING	191 ±3	100 125 150 175 200 225
Literal Comp	202 ±4	
Infer & Crit Comp	191 ±4	The state of the s
Reference & Study	191 ±9 185 ±2	·····fui
vetelence & Singh	103 12	M = 70
MATHEMATICS	173 ±2	M = 79 S.G. 9162 G.F. 9187
Numbers & Num Rel	173 ±2	
Numbers & Mum Rel Operations & Comp	1	•
•	171 ±2	
Geometry	169 ±1	+
Meesurement	175 ±3	The state of the s
Prob & Stat	195 ±2	
PROBLEM SOLVING	182 ±2	
	<del> </del>	N 3 88 S.S. 3167 B.P. #152
SCIENCE	157 ±2	•• ••
Life Science	158 ±1	••
Earth Science	161 ±1	+
Physical Science	162 ±1	+
Process Skills	163 ±3	
Env/Sci/Tech/Soc	146 ±0	† '
	1	N = 48 1.0.0166 0.P.0163
SOCIAL STUDIES	156 ±2	***
Geog Regions	158 ±2	**************************************
Canada Hist/Geog	No report	Strand contains fower than tan itage.
U.S. pre-1791	163 ±1	+•
U.S. 1791-1875	153 11	+
U.S. 1875-1932	161 ±1	- <b>(</b>
U.S. 1932-present	160 ±1	+ +
Skills	167 ±3	· ·
<del>-</del>		H = 88
HEALTH	179 ±1	
Safety	No report	Strand contains fower than ten items.
Nutrition	170 ±1	
Personal Health	He report	Strand contains fower than ten items.
Substance Abuse	187 ±1	
Growth, Dev & Fam	168 ±1	<b>+</b>
Growth, Dev & Fem Hental Health	168 ±1	Strend centains fower than ten items.
Ulien Tellen		
	_1	N = 86 S.8.=176 Q.P.=398

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the erea of Language Arts: Reading.

<sup>† \*</sup> the rsheel score \*\*\* \* the standard error (S.E.)



### **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Name: COLLIER HEIGHTS ELEM

School Code: 1057

**GRADE 5** 

Dete Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shad	ed area = St	nte Goal Da	rk shaded are	a = Quality Perform	nance
Suand	3.E.	100	125	150	175	200	225
LANG ARTS:READING	187 ±3					and an	
Literal Comp	208 ±3						2.00
Infer & Crit Comp	181 ±5				*****	****	
Reference & Study	182 ±2				•••	•	
		N = 82		s		Q.P.*187	•
MATHEMATICS	177 ±2				***	· ·	
Numbers & Num Rel	174 ±1				+		
Operations & Comp	174 ±2					•.*	
Geometry	171 ±1	·			<b>+</b>		
Meesurement	174 ±2				***		•
Prob & Stet	200 ±2				•	enjes	
PROBLEM SOLVING	187 ±2					anjen .	
		N = 82			.9.=167	9.7.4192	
SCIENCE	159 ±1			•	<b> •</b>		_
Life Science	159 ±1				•		
Earth Science	159 ±1			•	•	MARKET SELECTION	
Physical Science	165 ±0				· †		*
Process Skills	170 ±2				•••	20000000000000000000000000000000000000	:
Env/Sci/Tech/Sec	150 ±1			+	•		
22221		N = 82			.G.=168	9.P.*193	
SOCIAL STUDIES	156 ±1			+			
Geog Regions	164 ±1				+		· .
Canada Hist/Geog	134 ±0		†				34
U.S. pre-1791	163 ±1				+		
U.S. 1791-1875	154 ±1			+			
U.S. 1875-1932	160 ±1				+		•
U.S. 1932-present	159 ±1			•	<del> •</del>		٠,
Skills	162 ±2				** **		
HEALTH	176 41	N = 82	<del></del>		6.8.=17 <del>0</del>	0.P.=195	
	174 ±1				+	See H	٠.
Sfty/Prs/Mntl Hlth	182 ±1				=	•	
Nutrition	168 ±1				+		
Substance Abuse	182 ±1				•		
Growth, Dev & Fam	167 ±0				t		•
	<u> </u>	N = 82			S.C.=178	Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the erees of Lenguage Arts: Reading, Mathematics, and Heelth.

In addition, your school's scores indicate quality performance in the eree of Language Arts: Reading.

<sup>=</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

Note: Centent Area secree are scaled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

0
C
_
ד
•
•
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	Number Tested	•	Perce	nt At/AB onel No	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
10	105	8	77	<b>4</b> 3	51	
00	76	73	69	62	51	
03	73	63	61	20	52	
90	108	46	47	54	36	
90	78	62	24	57	23	
90		99	61	52		
07		52	61	63		
School Total	461	9	61	54	45	6-
Elem. 1-5 Schools	23,856	09	4	5 4	<u>2</u>	<b>ෆ</b>
	Mathematics					
	Number Tested		Percen	Percent At/Above National Norm(NP=50)	.ve 1(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
10	105	**	7.7	62	99	
03	76	57	9/	84	61	
603	73	89	67	6	37	
20	108	99	28	73	53	
05	78	01	69	62	68	
90		8	99	8		
07		40	75	0/		
School Total	461	89	70	28	95.	-2
UU/ Elem. 1-5 Schools	23,687	67	09	29	26	ဗု
			NO N	~		

• Difference = 1993 - 1992

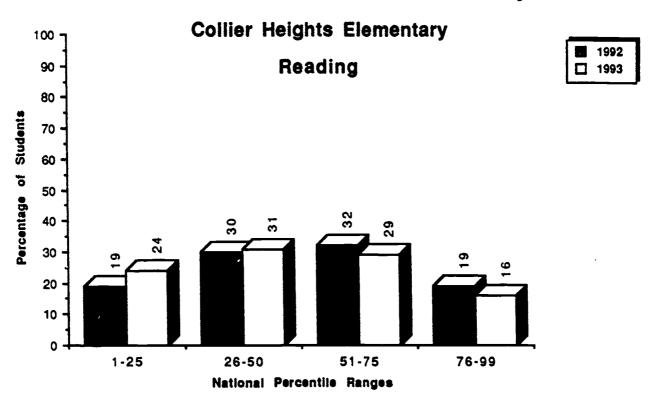
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

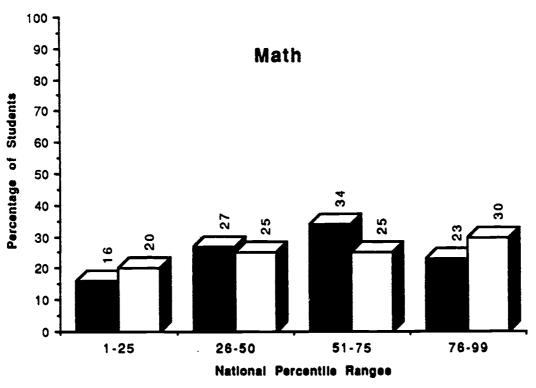
## BATHERATICS

READING

		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
0	96	52	54	96	09	
05	16	64	54	91	57	63
03	99	9	24	99	25	38
40	9	38	38	\$	26	26
90	72	<b>4</b> 3	09	72	52	72
SCHOOL TOTAL	425	198	47	425	250	53
ELEMENTARY K-5 SCHOOLS 21.280	01.5 21.280	11.200	93	21.123	12.103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deboreh Dickeon/September 1993



COLLIER HEIGHTS ELEMENTARY

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

		Gatn	9	ഗ	ဖ	<b>c</b>
	tics	1993		<b>Q</b>	9	4
	Mathematics	1992	38	32	34	38
		z	31	31	<b>4</b> 6	9
1						
		Gain	•	6-		4
	<b>2</b>	1992 1993		31	34	37
	Reading	1992	36	34	34	33
		z	31	32	9	11
		Grade	02 Non SWP	O3 Non SWP	O4 Non SWP	OS Non SWP

	ics	1993	46	47	38	32	37	38	33	42
	Mathematics	1992 1993	38	36	39	34	32	32	34 39	34
		z	476	484	556	444	670	732	747	828
System										
		Gatn	၉	4	-	ß	4	9	9	σı
	Ō.	1993	38	99	35	38	38	42	<b>Q</b>	45
	Reading	1992 1993	35 38	32	34	33	34	36	34	36
		z	583	574	783	191	738	827	764	889
			SWP		SWP		04 Non SWP		05 Non SWP	
		irade	02 Non SWP	MS	Non	MS	No	O4 SWP	Š	OS SWP
		G	8	05	03	8	2	2	02	05

Gain

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\* Scores for students in the Program for Exceptional Children are excluded Key: SWP = School Wide Project School(s) NonSWP = NON-School Wide Project School(s)



School

Results		WO Years
Remedial Education Plan (REP) Results	Mean NCE Gains	Students with ITBS Results for Two Years
		•

	Gain	2	ഗ	7	ო				Gain	-	6-	а	9
tics	1993	=	0	37	45			atics	1993	43	34	37	0
Mathema	1992 1993	39	35	90	42			Mathema	1992	39 43	37	35	34
	z	27	24	33	6				z	681	707	954	866
							System						
	Gain	-	7	-	က				Gatn		N	4	7
<b>2</b>	1992 1993	37	31	34	38			gu	1993	36 36	35	33	42
Read	1992	36	33	33	32			Read	1992	36	33	32	35
	z	. 27	24	<u>.</u>	21				z	857	983	1062	1055
	Grade	00	03	8	92				Grade	03	03	9	92



<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded

8/04/93 COLLIER HEIGHTS ELEMENTARY SCHOOL

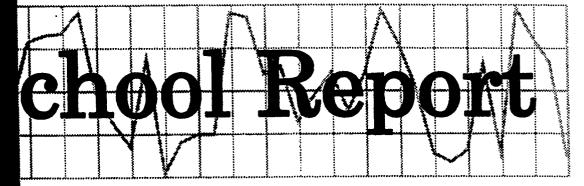
1992-93 Progression Status Report

Grades K - 5

Total	nt N	15 89	5 5.478	8 106	7 5,489	98	4,969	7.7	2 4,971	9116	4,917	184	4,799	9 570	4 30,623
Retained	Percent	-				_									
œ	Z	<b>†</b> 3	294	61	408	7	185	6	113		82	-	20	51	1, 102
laced	Percent			3	4	9	ស	14	SC .		S	7	•	7	4
Admin. Placed	z			3	202	9	257	=	260	13	227	9	191	39	1,137
Promoted	Percent	85	36	68	68	08	16	82	92	79	<b>9</b> 6	82	96	, <b>8</b>	83
P	z	76	5, 184	3	4.879	78	4,527	63	4,598	95	4,608	7.1	4.588	480	28,384
		School	System	School	System	School	System	School	System	School	System	School	System	School	System 28,384
	Grade	¥		. 01		02		03		90		05			



### ATLANTA PUBLIC SCHOOLS



1992-93

### CONNALLY ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### CONNALLY ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

This report highlights key demographic and achievement factors which may have influenced the school's academic progress: Linda D. Ballagas, Research Assistant

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>There was a decline in the active enrollment and the rate of decline exceeded the rate of enrollment decline for the system.</li> </ul>
	<ul> <li>The percentage of students on active roll for seven or more attendance periods was equal to the system percentage.</li> </ul>
	• The percentages of students new to the school and new to the Atlanta Public Schools were lower than the corresponding system percentages. The mobility index, however, exceeded that reported for the system.
	<ul> <li>The pupil-teacher ratio was higher than the system ratio by two students per class.</li> </ul>
	• The percentage of out-of-school suspensions exceeded the system percentage.
	<ul> <li>The percentages of students served by the various remedial programs exceeded the corresponding system percentages. All of the students were served in Chapter I because the school had a Chapter I Schoolwide Project.</li> </ul>
603	A higher percentage of kindergarten students had little or no preschool experience than system kindergarten students. All of the first grade students had kindergarten experience.

	Cuitical Quactions	Findings	$\overline{}$
			Т
<u> </u>	I. General Descriptive Characteristics		
	What critical school factors may have influenced student	• Student attendance improved and continued to remain above that of the system.	
	pertormance? (continued)	<ul> <li>Staff attendance declined slightly and was, once again, below staff attendance for the system.</li> </ul>	
		<ul> <li>Eighty-seven percent of the population was eligible for free or reduced price lunches compared to eighty-three percent who were eligible in the system population.</li> </ul>	
	II. Performance-Based Assessment		
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	<ul> <li>The percentages of students demonstrating the five kindergarten capabilities and the eight key indicators of the structured assessment activities equaled or exceeded the system and state percentages.</li> </ul>	
	B. What was the ending performance of kindergarten students in writing?	<ul> <li>Over fifty percent of the kindergarten students were rated to be at stage 6 or 7 in their writing development at the end of the school year.</li> </ul>	
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	<ul> <li>Matched results for fiction revealed that the overall percentages of students with scores in the "middle adequate", "lower adequate" and "needs improve- ment" categories declined, while the pecentages scoring in the "excellent" and "upper adequate" categories increased.</li> </ul>	
		<ul> <li>Matched results for nonfiction reveled a similar pattern. The percentages of students scoring in the "lower adequate" and "needs improvement" categories declined and the percentages with scores in the "excellent", "upper adequate" and "middle adequate" categories improved.</li> </ul>	
	621	O \$ C	

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	<ul> <li>At Grade 3, the state goal was achived in 1992 and 1993 for the content areas of Language Arts/Reading and Mathematics. Quality performance was not achieved in any of the four content areas assessed.</li> </ul>
	<ul> <li>A review of the strand data revealed that the state goal was also achieved both years for all three strands assessed in Language Arts/Reading, all six strands assessed in Mathematics, the "life science" strand, and the "citizenship" and "skills" strands in Social Studies.</li> </ul>
B. Grade 5	<ul> <li>At Grade 5, the state goal was achieved both years in the content areas of Language Arts/Reading and Health. Quality performance was not achieved in any of the five content areas assessed.</li> </ul>
	• Strand data revealed that the state goal was also achieved in 1992 and 1993 for all three strands assessed in Language Arts/Reading, all of the Mathematics strands assessed except "operations and computation", and the strand of "substance abuse" in Health. Quality performance was achieved both years for one Language Arts/Reading strand, "literal comprehension."
673	6.14·.

-3-

Critical Questions		Findings
IV. Jowa Tests of Basic Skills (ITBS)		
Were there changes in reading/mathematics achievement with respect to the following:		
A. Regular-program students?	•	There was an increase in the percentage of students with scores at or above the national norm in reading, but there was a decline in the percentage for mathematics.
B. Students who attended the school for seven or more attendance periods?	•	For students who attended the school for seven or more attendance periods, the percentages with scores at or above the national norm were higher in both reading and mathematics than the percentages for all students tested at the school.
C. The percentage of students scoring within each quadrant?	•	There were decreases in the percentages of students with reading scores in the two lowest quadrants, while there were increases in the percentages with scores in the two highest quadrants.
	•	In mathematics, there were decreases in the percentages of students with scores in the first, third, and fourth quadrants and there was an increase in the percentage in the second quadrant.

-4-

ERIC * Full Yeart Provided by ERIC			•	_
	Critical Questions		Findings	
	V. Project Results			
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?			
	A. Chapter 1 - Schoolwide Project	•	The Chapter I reading students demonstrated higher NCE gains than the system Chapter I non-Schoolwide Project reading students for two of the four grades, the third and fourth grades.	
		•	The Chapter I mathematics students demonstrated higher NCE gains than the system Chapter I non-Schoolwide Project mathematics students at grade five only.	
<b>-5-</b>	B. Remedial Education Program (REP)	•	Students in REP demonstrated gains in their average NCE scores in reading at two of the four grades served, grades three and four. These gains exceeded those of system third and fourth grade REP students.	
		•	In mathematics, REP students demonstrated gains in their average NCE scores for each grade served except the third grade, and these gains exceeded those of system REP students at each grade.	
	VI. Progression Status			1
	How did the school's progression status compare to that of the system?	•	The percentage of students promoted exceeded the system percentage, and the percentages of students administratively placed and retained were lower than the system percentages.	
				1



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 CONNALLY ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
	SCHÖDL ALL ELEMENTARY	639	33,791	581	-2,311	1 4.00 4.00	-2,940	- 6
S.	STAFF/SCHOOL FACTORS (END OF	OF YEAR)			SCH	SCHOOL	ALL ELE	ALL ELEMENTARY
	PUBLIS ON ACTIVE BOLL	•			NUMBER	PERCENT	NUMBER	PERCENT
	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIOD	ENDANCE PERIODS TTENDANCE PERIODS	S		506 75	87 13	27498 3982	87 13
	2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NE K	TO SCHOOL TO APS		24. 00. 04.	6 <b>6</b>	9541 3873 38	30
	3. PUPIL-TEACHER RATIO				24.2		22.2	
	4. OUT-OF-SCHOOL SUSPENSIONS	IONS			φ	-	111	•
	5. PUPILS IN PROJECTS:							
	CHAPTER I READING				581	<b>8</b> -	15734	20
	CHAPTER I MATH				581	9	14903	47
•	REP READING				8	<b>5</b>	4384	=
•	REP MATH				75	5	3768	12
	AFTER-SCHOOL PGM, FOR SCHOOL-AGE CHILOREN	FOR SCHOOL-AGE	CHILOREN		36	9	2028	9



MALLY ELEMENIAKY SCHOOL

(CONTINUED)
CHARACTERISTICS
DESCRIPTIVE C
GENERAL

c. S1	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY
i		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 4 1 1	! ! ! !	 	
	K-GARTEN - APS PRE-SCHOOL	81	8	291	ம
	K-GARTEN - HEAD START	•	•	389	. 7
	K-GARTEN - COMMUNITY PRE-SCHOOL	35	39	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	4	Š.	2391	<b>4</b>
	FIRST GRADE - APS K-GARTEN	76	83	4862	<b>6</b>
	FIRST GRADE - NON-APS K-GARTEN	g	7	481	o
	FIRST GRADE - NO K-GARTEN	0	0	9	<b>-</b>
ý	. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		9.5.6 9.4.6 0.7.0		4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
7	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.4 96.7		97.2

# Georgia Kindergarten Assessment Program

Overal	Overall Capability	ty.		
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	
	School	System	State	
I. Communicative	97	93	92	
II. Logical-Mathematical	95	93	93	
Physical	97	97	96	
Personal	26	94	92	
V. Social	86	94	93	i
Total Number Reported	96	5,325	95,915	

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indremors	School	System	State
I. Communicative			
A. Processes Visual Information	94	93	92
B. Processes Auditory Information	26	92	92
C. Communicates Orally	94	91	92
D. Demonstrates Emergent Literacy	96	90	89
11. Logical-Mathematical			
A. Sorts Sets of Objects	<b>26</b>	06	91
B. Makes Comparisons	76	16	16
C. Knows Numbers 1 to 10	63	86	86
D. Extends Patterns	66	26	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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Department of Research and Evaluation #383 104

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

### A. Processes Visual Information

- recognizes letters of the alphabet recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters\*, and words
  interprets pictures

### B. Process Auditory Information

- recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
   discriminates similarities/differences in
- words<sup>4</sup>
- follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - reteils stories¹
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary

### D. Demonstrates Emergent Literacy

- attends to print
  identifies the main idea of a picture
- sequences pictures to tell a story makes predictions
- distinguishes between letter\*, word\*, and sentence
- dictates stories to be written by the teacher
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
   attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or
- writing whole sentences\*
  demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smailer, larger and same

- C. Knows Numbers 1 to 10
  counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less

### D. Extends Patterns

- continues simple patterns by color\*, shape\*, size\*, or other characteristics
- creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.



ATLANTA PUBLIC SCHOOLS			41210
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S	STAGE OF WRITING DEVELOPMENT+	END OF KINDERGARTEN - 1993	
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PERCENT	-:	2. 4	14.7	27.4	26.3	28.	100.0
NUMBER	-	R	7	56	25	27	95
	STAGE 1: PICTOGRAPHIC WRITER	SCRIBBLE WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	. TOTAL NUMBER
	<u>::</u>	.:	÷	 	.; <b>9</b>	7:	
	STAGE	STAGE 2:	STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Stage 1 · Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Sage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E jep 8/16/93 #441-107



WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

CONNALLY ELEMENTARY SCHOOL

							ADEQUATE	\TE				9	
			EXCELLENT	ENT	UPPER		MIDDLE		LOWER		IMPROVEMENT	DS	TOTAL
			z	×	z	×	z			×	z	*	
PRETEST	LEVEL	a	က	4	18	23	24	31	12	15	21	27	78
POSTTEST	LEVEL	8	<del>1</del>	<b>54</b>	33	42	17	22	ß	9	4	ຜ	78
DIFFERENCE	LEVEL	8	16	20	5	6	-1	6-	-1	6-	-17	-22	
PRETEST	LEVEL	ო	91	21	81	24	17	23	9	<del>.</del>	<b>.</b>	61	75
POSTTEST	LEVEL	ო	28	37	21	28	<b>&amp;</b>	Ξ	ო	4	15	50	75
DIFFERENCE	LEVEL	е	42	16	ო	₹	6	- 12		6-	-	-	
PRETEST	LEVEL	4	S.	<b>&amp;</b>	12	19	15	23	6	4	23	36	64
POSTTEST	LEVEL	4	<del>1</del> 5	23	19	စ္တ	19	ဓ	7	Ξ	◀	9	64
DIFFERENCE	LEVEL	<b>→</b>	5	<del>ā</del>	7	<del>**</del>	<b>→</b>	7	7	ဇု	- 19	-30	
PRETEST	LEVEL	ß	81	ო	Ξ	17	2	6	19	9	19	30	63
POSTTEST	LEVEL	ស	∞	5	50	35	<del>1</del> 5	<b>54</b>	9	9	4	22	63
DIFFERENCE	LEVEL	ເດ	9	<b>ç</b>	o	<del>1</del>	ო	ល	-13	-20	ស	89	
		:											
			56	6	23	21	89	24	20	8	77	28	280
			02	25	66	33	28	21	21	<b>. co</b>	37	5	<b>580</b>

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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10/11/93

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# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth. Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Niedle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.



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SCHOOL:	CONNALL	Y ELEME	CONNALLY ELEMENTARY SCHOOL	<b>4</b>	MATCHE	D RESULTS	MATCHED RESULTS FOR NON-FICTION	ICTION					
							ADEQUATE	ATE				;	
			EXCELLENT	ENT	UPPER		MIDDLE	LE	LOWER	: 8:	NEEDS IMPROVEMENT	OS EMENT	TOTAL
			z	×			z	×			z	36	
PRETEST	LEVEL	₹	=	16	<del>1</del> 3	19	81	<b>3</b> 6	7	21	12	18	68
POSTTEST	LEVEL	4	=	16	8	53	20	53	9	15	7	9	68
OIFFERENCE	LEVEL	4	0	0	7	9	8	ო	7	9-	ភូ	8	
			:										
PRETEST	LEVEL	ស	-	8	ທ	80	7	22	21	33	23	36	64
POSTIEST	LEVEL	ស	~	ო	5	19	7	22	17	27	6	30	64
DIFFERENCE	LEVEL	ហ	-	-	7	Ξ	0	0	7	9	7	9-	
			12	σ	18	7	32	24	35	27	35	27	132
			13	<b>Q</b>	32	24	34	<b>5</b> 6	27	50	56	20	132
			-	-	7	5	a	8	<b>&amp;</b>	-1	6-	-1	

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10/11/93

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: CONNALLY ELEM

School Code: 2057

Date Printed: 24NOV92

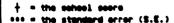
REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area ≃ S	tate Goal, dark	shaded area =	Quality Perfo	rmance
Strand	. S.E.	100	125	150	175	200	225
LANG ARTS: READING	171 ±2				***		
Literal Comp	179 ±3	<u> </u>			, mojero		
Infer & Crit Comp	164 ±3			•	*****		
Reference & Study	176 ±1				' <b>+</b>		
		M = 92		s.	•	P.#198	
MATHEMATICS	177 ±2				**		
Numbers & Num Rel	178 ±2						
Operations & Comp	178 ±2						
Geometry	176 ±1				+		
Measurement	182 ±2				****	•	
Prob & Stat	188 ±1				,	<b>+</b> •	
PROBLEM SOLVING	175 ±2				70 <b>j</b> aa	•	
		N = 92		s.	<u>6.=167                                    </u>	P. #152	
SCIENCE	150 ±2		-	**			
Life Science	165 ±2			·	***		
Earth Science	156 ±2	i		***	•	•	
Physical Science	142 ±1			•			
Process Skills	156 ±1			•		٠.,	
Env/Sci/Tech/Soc	151 ±2	İ		•••		44	
		N = 92		s.	g.=167 g.	P.#152	
SOCIAL STUDIES	164 ±2	,			** **		
Communities	164 ±2				***		
Citizenship	173 ±3				***		
American Heritage	160 ±1			•	•		
Skills	175 ±2			·	**		
		N = 92		S.	g.=167 g.	P.#192	

Taking into account the standard error (S.E.):

Your school's scores meat or exceed state goal in the areas of Language Arts: Reading and Mathemätics.

However, your school's scores do not indicate quality performance in any content area.





### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: CONNALLY ELEM

School Code: 2057

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	eded area = S	tate Goal Dari	k shaded area	= Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	165 ±2				**		
Literal Comp	172 ±3	•			andres		
Infer & Crit Comp	163 ±3			•		· ·	
Reference & Study	171 ±1			•	-1-		
		N = 85		<b>S</b> .	G.=165	0.F. x19#	
MATHEMATICS	173 ±2				estes	- F	
Numbers & Num Rel	175 ±2				•		
Operations & Comp	176 ±2	1			**		
Geometry	173 ±1	ļ			-7-		
Measurement	177 ±1				T*	P. M	
Prob & Stat	186 ±1	ļ			יד	1990	
PROBLEM SOLVING	172 ±2		•			r eggs state	
		N = 85		s.	C.=147	0.P. x192	
SCIENCE *	153 ±2			•••			
Life Science	167 ±1			'	ofe		
Earth Science	161 ±1			•	i 10	er and the state of	:
Physical Science	143 ±1	İ		**	•		
Process Skills	157 ±1			, e4e			
Env/Sci/Tech/Soc	151 ±2			***			
	<del> </del>	M = 85		<u>_</u> s.	G.=167	0.P.×192	
SOCIAL STUDIES	160 ±2			••			<del> </del>
Communities	158 ±2			•••		80, 5 · · ·	
Citizenship	173 ±3			'	***		
American Heritage	160 ±1			+	•	Assertation of	
Skill <b>s</b>	169 ±2			•	**		
		N = 85		S.	G.=167 0	.P. #152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Centent Area secres are scaled separately and are not simple everages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: CONNALLY ELEM

School Code: 2057

### **GRADE 5**

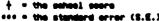
Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Gos	i, dark shaded a	rea = Quality Perfo	rmance
Strand	S.E.	100 125 1	50 175	200	225
LANG ARTS: READING	172 ±3		*****		
Literal Comp	189 ±3		•	1000000	
Infer & Crit Comp	169 ±4		****	ţ	
Reference & Study	176 ±2		, *******		
		M = 100	5.8.9162	0.7.#187	
MATHEMATICS	163 ±2				
Numbers & Num Rel	167 ±2		, 		
Operations & Comp	161 ±2		*****		
Geometry	167 ±1	]	' <b>+</b>		
Measurement	166 ±3		******		
Prob & Stat	189 ±2		•	entes .	
PROBLEM SOLVING	171 ±2		<del> </del>	, <b>k</b>	
		N = 101	3.6.9147	4.2.2192	
SCIENCE	150 ±1		+		
Life Science	157 ±1		<b>'</b> +	<b>.</b>	
Earth Science	156 ±1		+	* • • • • • • • • • • • • • • • • • • •	
Physical Science	160 ±1	ì	' <b>+</b> •	i	
Process Skills	155 ±2		*****	. ''	
Env/Sci/Tech/Soc	145 ±0	+	•		
		H = 102	5.8.1168	8.P.=193	
SOCIAL STUDIES	152 ±1		+		
Geog Regions	156 ±2		` <del> </del>		
Canada Hist/Geog	No report	Strand contains fower than ten items.	•		
U.S. pre-1791	160 ±1		+		
U.S. 1791-1875	152 ±0		†		
U.S. 1875-1932	160 ±1		<b>+</b>		
U.S. 1932-present	161 ±1		+		
Skills	153 ±3		****		
		N = 102	3.8.8176	A.P.+188	
HEALTH	172 ±1		+	_	-
Safety	No report	Strand contains fewer than ten items.	•		
Nutrition	168 ±1		+		
Personal Health	He report	Strand contains fower than ten items.	t		
Substance Abuse	184 ±1			+	
Growth, Dev & Fam	164 ±1		+	•	
Mental Health	No report	Strand contains fewer then ten items.	,		
		N = 192	\$.0.=170	Q.P.=19E	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores de not indicate quality performance in any content area.





### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: CONNALLY ELEM

School Code: 2057

### **GRADE 5**

Date Printed: 18AUG93

Content Area/ Strand	Score/	Light sha	aded area = Stat	ite Goal Dai	rk shaded are	a = Quality Perform	nance
	S.E.	100	125	150	175	200	225
LANG ARTS: READING	177 ±3				****		
Literal Comp	201 ±4	ţ				************************************	
Infer & Crit Comp	168 ±5	Į.			******	<del></del>	
Reference & Study	178 ±2	Į.			****		
		N = 73		s	.6.=162	0.P.×167	
MATHEMATICS	168 ±2				***		
Numbers & Num Rel	172 ±1				· +		
Operations & Comp	168 ±2	· ·			T		
Geometry	167 ±1				+	:	
Meesurement	169 ±2		-		enjar	• • •	
Prob & Stat	193 ±2		•		<b>f</b> * "	eallasi .	
PROBLEM SOLVING	178 ±2				**	(1977) (1977)	
		N = 72			.6.=167	Q.7.×192	
SCIENCE	155 ±1			+		22.	
Life Science	158 ±1			++ ++		7 m	
Earth Science	158 ±1			₩ •			
Physical Science	164 ±0	<u> </u>		т	÷	10 miles 2 miles	
Process Skills	165 ±2	<b>\</b>			T ***		
Env/Sci/Tech/Sec	150 ±1	<b>\</b>		+	L		
	\	N = 73			.0.=168	0.2.*193	
SOCIAL STUDIES	153 ±1			<del></del>		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Geog Regions	162 ±1	1		-12	+	VIII.	
Canada Hist/Geog	134 ±0	1	4		T		•
U.S. pre-1791	163 ±1	1	Ĭ		+		
U.S. 1791-1875	152 ±1			+	1	174, + + + + + + + + + + + + + + + + +	
U.S. 1875-1932	159 ±1			ىم -لى	•	r year (ACC) Mara year	
U.S. 1932-present	158 ±1			+•	1		
Skills	154 ±3			***			
=	<u></u>	N = 73		•	.G.=17 <b>+</b>	0 P =166	
HEALTH	172 ±1			<u>`</u>	+		
Sfty/Prs/Mnt1 Hlth					T* -1-	<b>198</b> 6 % de	
Nutrition	166 ±1				4		
Substance Abuse	182 ±1				+		
Growth, Dev & Fem	167 ±0	Į.	,		•	r	
DET E FEM	1-5, 10	N = 75			† 5.8.=170	1814 (1914)	

Taking into eccount the standard error (S.E.):

Your school's scores meet or exceed state goel in the erees of Lenguege Arts: Reeding, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

Hote: Centent Area scores are scoled separately and are not simple Portage of strand scores.



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<sup>† •</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	Number Tested		Perce Nati	Percent At/Above National Norm(NP=50)	ove m(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
01	83	7.7	7.4	80	92	
02	81	52	57	4	51	
03	87	61	61	45	52	
40	78	46	20	47	67	
90	73	32	30	31	38	
School Total	402	22	22	6	57	<b>co</b>
Elem. 1-5 Schools	23,856	09	ი 4	54	5	ë.
	Mathematics					
	Number Tested		Percen	Percent At/Above National Norm(NP≥50)	/e (NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff

*Diff						9	ຸ
1990 1991 1992 1993 +Diff	28			6		51	56
1992	79	75	23	9	36	22	29
1991	67	74	89	47	€	9	09
1990	98	7.4	92	54	0	67	67

82

0 03

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9 80

86

402 23,687

Elem. 1-5 Schools

School Total

83

\* Difference = 1993 - 1992

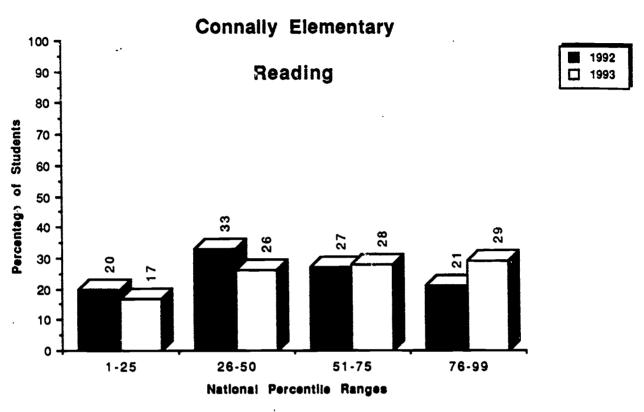
CONNALLY ELEMENTARY SCHOOL 41210 SCHOOL:

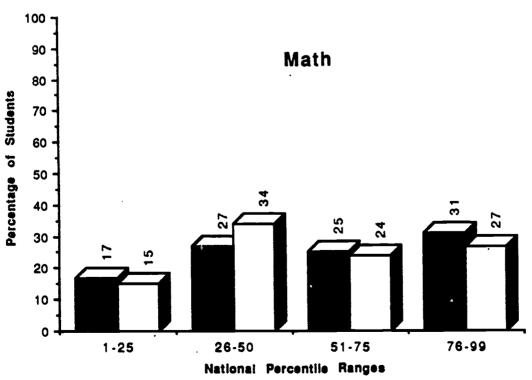
IDWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*BOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		<b>X</b>	MATHEMATICS	S S	
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	
5	7.8	09	11	78	46	23	
	2.5	36	23	7.4	94	62	
	- <del>-</del>	42	25	8	36	45	
88	72	47	65	72	32	67	
02	89	27	0	89	<b>3</b> E	20	
SCHOOL TOTAL	372	215	28	372	197	53	
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12, 103	57	

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

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Department of Research and Evaluation Deborah Dickson/September 1993







10/06/93 CONNALLY ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo1

	Gain	ო .·	7	8	ō			Gain	7	Ξ	7	-	ď	ო
tos	1993	38	32	38	4		tics	1993	46	47	38	35	37	38
Mathemat	1992 1993	35	34	38	34		Mathema	1992	39 46	36	33	34	35	35
	z	91	<b>:</b>	56	43				476					
						System								٠
	Gain							Gain	၉	*	-	ល	4	9
<b>9</b> 1	1992 1993	4	84	47	38		<b>9</b>	1993	35 38	33	32	38	38	42
Readir	1992	37	33	38	38		Reading	1992	32	32	34	33	34	36
	z	8	38	32	35			z	589	574	783	791	738	827
	Grade	O2 SWP	d#S	d#S	SWP			Grade	02 Non SWP	SWP	Non SWP	SWP	Non SWP	SWP

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05 Non SWP OS SWP

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years\*

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Grade

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\* Scores for students in the Program for Exceptional Children are excluded



1992-93 Progression Status Report

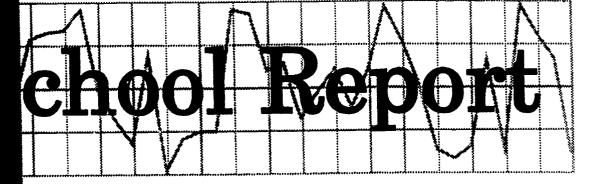
Grades K - 5

						• :									
Total	Z	95	5,478	789	5,489	98	4,969	88	4,971	82	4,917	74	4,799	511	30,623
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peg	Percent -			-	•	-	ហ	-	S		ន		•	-	▼
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Promoted	Percent	100	36	16	68	66	91	66	85	\$	<b>7</b> 6	100	96	66	63
Pre	z	95	5, 184	48	4,879	48	4,527	87	4,598	82	4,608	7.4	4,588	206	28,384
		School	System	01 School	System	School	System	School	System	School	System	School	System	School	System 28,384
	Grade	×		10		03		03		40		05			





### ATLANTA PUBLIC SCHOOLS



1992-93

# CONTINENTAL COLONY ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# CONTINENTAL COLONY ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The teaching staff and school administrators provided instructional services to 661 students enrolled in kindergarten through fifth grade. The enrollment represented an increase of 6.4 percent, for the school, which is strikingly different from the 6.8 decline in APS system elementary schools.
	• Three hundred and twenty-eight students transferred to Continental Colony in 1992-93 from Atlanta schools (133 or 20 percent) or from external school districts (195 or 30 percent). Despite the large mobility rate, 92 percent of the pupils were on active roll seven or more attendance periods. Further, the pupils' average attendance remained relatively stable (95.6 - '92-93 compared to 95.9 - '91-92) and continued to exceed system pupils' attendance averages.
	<ul> <li>Over two-thirds of the kindergarten students (65 percent) entered APS with more than six months prior preschool experience. Ninety-two percent entered first grade with training either in APS preschool (64 percent) or community preschool (28 percent); and 8 percent entered first grade with no kindergarten experience.</li> </ul>
654	• Instructional support projects included "Full Potential," an after-school program and bilingual assistance. Chapter I and Remedial Education Programs in Reading, Mathematics and Writing were also available.

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### II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?
- C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

### Findings

- The Georgia Kindergarten Assessment Program (GKAP) required teachers to determine students' abilities to perform observed tasks in the areas of: physical, personal and social skills; and structurally assessed tasks in communicative and logical-mathematics. Continental Colony's students met or exceeded APS and state students' performance on all but two areas -- (1) personal and (2) social.
- Teachers' ratings revealed that one-third of the kindergarten pupils were writing at or below Stage 4: "Copier" level. The vast majority reached or exceeded Stage 5: "New Words Writers".
- Periodic reading tests were administered on a pretest in September and posttest in May. The results were comprised of tests regarding fiction (Grades 2-5) and non fiction (Grades 4 and 5). The fiction test results show that students' performance improved on the posttests as increasingly percentages of students obtained scores ranging in the areas of "excellent" and "upper adequate" levels than on the pretest.
- The number of fourth and fifth grade students achieving "upper adequate" to "excellent" ratings declined on the non fiction posttest compared to the pretest results.

Findings	ram .	achieve h 1992	• Third grade students' scores met or exceeded state goal two consecutive school years (1991-92 and 1992-93) in the content areas and strands in Language Arts: Reading, Mathematics and Social Studies. The corresponding content area strands and the "life science" strand met state goal during the two consecutive school years. The third grade scores, however, did not indicate quality peformance in any content area during that two year period.	The school's fifth graders' scores met or exceeded state goal in the following content areas and strands during 1991-92 and 1992-93: Language Arts: Reading, Mathematics, and Health. In addition, the school's scores indicate quality performance in the areas of Language Arts: Reading during the same two consecutive school years.	623
Critical Questions	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	A. Grade 3	B. Grade 5	658

•	Findings
	Critical Questions

### IV. Iowa Tests of Basic Skills (ITBS)

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

B. Students who attended the school for seven or more attendance periods?

C. The percentage of students scoring within each quadrant?

Regular program students ITBS reading results declined by an overall minus two percentage points in 1992 compared to 1993. Four percentage points fewer second graders and nineteen percent fewer fifth graders attained national norm status in 1993 than in 1992. The larger plus change occurred at the third grade level where an increased 14 percent of the students' scores reached national norm status. It should be noted that the category "regular program students" include students on roll at least seven attendance periods as well as those on roll less than seven attendance periods.

Regular students' mathematics results remained constant. A decline of ten percent occurred at the fourth grade level, but the gains achieved at the second and third grades adjusted the overall total to remain at the previous school year's level.

- Larger percentages of students on active roll at the school for seven or more attendance periods attained N.P. status than "regular students" in reading and mathematics. In both subject areas three percent more of the students achieved N.P. status than the "regular students".
- The graphic distributions of the 1993 shifts in the performance of students scoring in the various quadrants were almost picture perfect. That is, in reading and mathematics increased percentages of students scored in the quadrant 76-99 while no declines occurred at the lower levels.



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Critical Questions	Findings
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• A traditional (non-schoolwide design) Chapter I program was conducted at Continental Colony. The school's performance in both reading and mathematics shows greater gains at each grade level than systemwide project students. One exception is apparent at the second grade level where there was a decline in the N.P. attainment level of Continental Colony Chapter I students' N.P. status.
B. Remedial Education Program (REP)	• The school's REP participants' NCE gains were larger than system participants in reading. The mathematics gains of the school's REP enrollees' were larger than system only at the second grade level; otherwise, systemwide NCE mathematics gains were larger.
VI. Progression Status	
How did the school's progression status compare to that of the system?	<ul> <li>The school's progression trends were comparable to system's trends. The progression trends were aligned with critical school factors regarding tests results, attendance and other findings.</li> </ul>



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

## Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93

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OB/OG/93 CONTINENTAL COLONY ELEMENTARY

## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

!	\$		•			DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH	SCHOOL.	651	621	661	40	4.9	<b>t</b>	1.5
ALL	ALL ELEMENTARY	34,420	33,791	31.480	-2,311	<b>8</b> .9-	-2,940	- <del>-</del> 5
STA	٠.	YEAR)			SCHOOL	00r	ALL ELE	ALL ELEMENTARY
-	• • • • • • • • • • • • • • • • • • • •				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS WDANCE PERIOD	v			92	27498 3982	87 13
લં	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO NEW TO	SCHOOL APS		195 133 22	50 30	9541 3873 .38	30
ю	PUPIL-TEACHER RATIO				22.8		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	v			•	-	111	0
ń	PUPILS IN PROJECTS:							
	CHAPTER I READING				52	∞	15734	20
	CHAPTER I MATH				53	σ	14903	47
	REP READING				67	õ	4384	7
	REP MATH				26	∞	376£	12
	FULL POTENTIAL				661	<u>\$</u>	3961	13
	AFTER-SCHOOL PGM. FOR	R SCHOOL-AGE CHILDREN	CHILDREN		120	<del>*</del>	2028	9
	BILINGUAL				-	0	748	8



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08/06/93 CONTINENTAL COLONY ELEMENTARY

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## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL FACTORS (END OF YEAR)	S	SCHODL	ALL EL	ALL ELEMENTARY
	NUMBER	PERCENT	NUMBER	PERCENT
PILIDITE THE MANAGEMENT AND FIRST GRADE.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	!	1 6 1 1	:
	•	4	291	ហ
	8	~	388	7
K-GAKIEN - MEAD STAKI	• ;	1 <u>1</u>		\$
K-GARTEN - COMMUNITY PRE-SCHOOL	7.2	9	2257	77
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	33	59	2391	45
FIRST GRADE - APS K-GARTEN	65	<b>9</b>	4862	8
FIRST GRADE - NON-APS K-GARTEN	29	<b>58</b>	481	o
FIRST GRADE - NO K-GARTEN	<b>∞</b>	65	60	-
6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		96.2 95.2 9.5.6		4.46 4.14 4.1.5
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.1 97.3 97.1		97.2 97.4 97.4

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty		
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	ت 
•	School	System	State	
				I. Comn
1. Communicative	95	93	92	A. Pr
	00	60	60	B. P.
II. Logical-Mathematical	96	20	SS	ပ
III. Physical	26	97	96	D. D.
V Descond	87	76	66	II. Logic
	5		3	A. So
V. Social	92	94	93	B. M
				C. K
Total Number Reported	110	5,325	95,915	D. E

-10-

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	26	86	62
B. Processes Auditory Information	92	76	85
C. Communicates Orally	<i>L</i> 6	16	85
D. Demonstrates Emergent Literacy	96	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	06	91
B. Makes Comparisons	66	16	91
C. Knows Numbers 1 to 10	86	83	93
D. Extends Patterns	92	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.





## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words, numbers, and rhythmic patterns
  - discriminates similarities/differences in
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*

  - relates experiences uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

## II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length\*

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

## III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without
  - use scissors to cut appropriately manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts
  - of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- D. Performs Basic Manipulative Skills
  grasping, releasing, throwing, catching, kicking, and striking

## IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
   attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.

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ATLANTA PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	ELEMENTARY
ATLANTA	STAGE OF	END OF	CONTINENTAL COLONY ELEMENTARY

		NUMBER	PERCENT	
STAGE 2:	SCRIBBLE WRITER	a	£.8	
STAGE 3:	INVENTED WORD WRITER	7	<b>9</b> . <b>9</b>	
STAGE 4:	COPIER	59	26.6	
STAGE 5:	NEW WORD WRITER	. 2	11.0	
STAGE 6:	PHRASE/SENTENCE WRITER	21	19.3	
STAGE 7:	SIMPLE STORY WRITER	29	26.6	
STAGE 8:	INTERMEDIATE STORY WRITER	o	8.3	
	TOTAL NUMBER	109	100.0	

7/21/93

## Stages of Writing Development

ERIC Full Text Provided by ERIC

,是是是一个人,我们就是一个人,也是一个人,也是一个人,也是一个人,也是一个人,也是一个人,也是一个人,也是一个人,也是一个人,也是一个人,也是一个人,也是一个 一个人,也是一个人,也是一个人,也是

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

Pictographic Writer Stage 1

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation

Stage 9

Advanced Story Writer Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION
WH:ONTINENTAL COLONY ELEMENTARY

SCHOOL:

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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	OIFFERENCE	PRETEST	POSTTEST	OIFFERENCE			

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

27.3

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

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RESULTS WHOLE LANGUAGE PERIUDIC PERIODIC PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

CONTINENTAL COLONY ELEMENTARY

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			EXCELLENT	LENT	UPPER	ER	MIDDLE		LOWER	2	IMPROVEMENT	EMENT	TOTAL
			z	×	z	*	z	<b>&gt;</b> <	z	×	z	<b>&gt;</b> ¢	
PRETEST	LEVEL	4	<b>3</b> 6	31	16	19	7	16	7	16	15	18	85
POSTTEST	LEVEL	4	16	19	25	29	16	19	9	19	12	7	85
RENCE	LEVEL	4	-10	- 12	Ø	ō	a	ო	а	ო	<u>ب</u>	7	
PRETEST	LEVEL	25	-	-	16	20	15	19	12	15	36	45	80
POSTTEST	LEVEL	ស	~	ო	16	8	12	15	9	13	9	20	80
OIFFERENCE	LEVEL	ស	<b>-</b>	ผ	0	0	<del>د</del> -	7	?	7	<b>▼</b>	ស	
			27	16	32	19	29	81	26	16	51	31	165
			18	-	4	25	78	17	<b>5</b> 6	16	52	32	165
			<b>6</b> -	ř.	ø	9	7	-	0	0	-	-	

632

631

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.



## **School Content Area Summary**

GRADE 3

System Name: ATLANTA CITY

System Code: 761

School Name: CONTINENTAL COLONY E

School Code: 3057

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

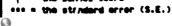
Content Area/	Score/	Light shad	ied area = S	tate Goai, derk	shaded area :	= Quality Perfor	mance
Strand	S.E.	100	125	156	175	200_	225
LANG ARTS:READING	173 ±2				** **		
Literal Comp	180 ±3						
Infer & Crit Comp	169 ±3	1			***	•	
Reference & Study	176 ±1				•		
		M = 95			6.=16 <u>6</u> 6.	P.#156	
MATHEMATICS	175 ±2				vojes		
Numbers & Num Rel	178 ±2				-		
Operations & Comp	177 ±2				onter	* V	
Geometry	173 ±1				+		
Measurement	177 ±2	1			****	2.7	
Prob & Stat	191 ±1				•	4	
PROBLEM SOLVING	176 ±2				**	•	
		H = 95			0.9X47 0	P.=152	
SCIENCE	151 ±2			***			
Life Science	167 ±2		•	•	**		
Earth Science	155 ±1	ļ		++	•	V /	
Physical Science	144 ±1			<b>+</b> •			
Process Skills	156 ±1	}		•		 	
Env/Sci/Tech/Sec	146 ±2			***		1945 TH	
		N = 95		<u> </u>	9.=167 8	P. #1#2	
SOCIAL STUDIES	165 ±2				**		
Communities	164 ±2				••••	t de per	
Citizenship	176 ±3	1			******		
American Heritage	162 ±1			•	·•	: . :	
Skills	173 ±2				***		
		N = 95		<u> </u>	G.=767 B	P.#182	

Taking into account the standard error (S.E.):

Your school's scores meet or excred state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

• the selvel score



## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: CONTINENTAL COLONY E

School Code: 3057

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	led area ≂ St	ate Goul Dark	shaded area	= Quality Perform	nance
Strand	\$.E.	100	125	150	175	200	225
LANG ARTS: READING	179 ±2		_		***	141 4	
Literal Comp	185 ±2						
Infer & Crit Comp	175 ±3						
Reference & Study	178 ±1						
<del></del>		N = 184		s.	G.=165 G	)_F.w19&	
MATHEMATICS	176 ±2				10/40		
Numbers & Num Rel	178 ±2						
Operations & Comp	180 ±2						
Geometry	172 ±1				40		
Measurement	177 ±1				-1 -4-		
Prob & Stat	189 ±1				Ŧ	400 A 200 A	
PROBLEM SOLVING	176 ±2				**	T grow	
		N = 103			•	).P. #192	
SCIENCE *	156 ±2			***		er jamá – ja	
Life Science	170 ±1			*	<del>aļo</del>		
Earth Science	164 ±1	•			*	Properties (A)	
Physical Science	144 ±1			+	•		
Process Skills	156 ±1			, ++•			
Env/Sci/Tech/Sec	154 ±2	i		******		****	
		N = 186		•	8.=167 £	1.P. 1192	
SOCIAL STUDIES	169 ±2	}			***	William Pro	
Communities	165 ±1				+ '	1900 1900 1900	
Citizenship	181 ±3					was to	
American Heritage	164 ±1				+		
Skill <b>s</b>	173 ±2				*		
		N = 188		s.	G.=147 Q.	P. #152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

Mete: Centent Area secres are scaled separately and are not simple averages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: CONTINENTAL COLONY EL

School Code: 3057

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal		•	nanca
		100 125 15	175		22
LANG ARTS: READING	193 ±2			•ofir	
Literal Comp	206 ±3	1		errifea.	
Infer & Crit Comp	196 ±3			and the	
Reference & Study	184 ±2			••	
	1,44	M = 99	3.8.+162	Q.P.#187	
MATHEMATICS	173 ±2				
Numbers & Num Rel	174 ±2		<del>f</del>		
Operations & Comp	166 ±2		**		
Geometry	172 ±1	I	*		
Measurement	171 ±2	]	**	7. 71.	
Prob & Stat	193 ±2		•	···	
PROBLEM SOLVING	176 ±2	1	**		
	+	N = 99	3.8.±167	8.P.#152	
SCIENCE	157 ±1	1	+	2x - 3	
Life Science	159 ±1	1	<b>.</b> +	179W to 15	
Earth Science	159 ±1		<b>+</b>	Maria Canada Maria	
Physical Science	162 ±1		•	e de la companya de la companya de la companya de la companya de la companya de la companya de la companya de La companya de la companya de la companya de la companya de la companya de la companya de la companya de la co	
Process Skills	164 ±2		1 ***		
Env/Sci/Tech/Soc	146 ±0	+	ı	**	
		N = 100	5.8.9168	8.P.+18%	
SOCIAL STUDIES	158 ±1		+		
Geog Regions	161 ±2		1	#() 	
Canada Hist/Geog	No report	Strand centains fewer then ten items.	1	• •	
U.S. pre-1791	161 ±1		+		
U.S. 1791-1875	154 ±0		†		
U.S. 1875-1932	161 ±1		T <b>+</b>		
U.S. 1932-present	164 ±1		ale	₩ <sup>a</sup>	
Skills	163 ±2		" " ealen	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	
		M = 100	<u> </u>	<u> </u>	
HEALTH	176 ±1		+	w 1.1	
Safety	No report	Strand contains fower than ten items.	7		
Nutrition	169 ±1		· <del>+•</del>	. '	
Personal Mealth	No resert	Strand centains fewer than ten items.	7	• • •	
Personal Wealth Substance Abuse	186 ±1				
· <del>-</del>		1		•	
Growth, Dev & Fam	169 ±1	Strand centains fower than ten items.	+		
Mental Health	r <del>aper</del> t			**************************************	
		N = 100	3.6.=176	9.P.=198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Resding.

<sup>\*\*\* \*</sup> the standard error (\$.E.)



<sup>+ -</sup> the school score

## **School Content Area Summary**

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: CONTINENTAL COLONY EL

School Code: 3057

Dete Printed: 18AUG93

Content Area/ Strand	Score/	Light shad	ded area = St	nte Goal	Dark shaded	area =	Quality Perfor	mance
Strang	S.E.	100	125	150	17		200	225
LANG ARTS: READING	186 ±3					***		
Literal Comp	206 ±3					,		
Infer & Crit Comp	182 ±5					*****	· · · · · · · · · · · · · · · · · · ·	• •
Reference & Study	182 ±2					***		
MATHEMATICS	172 ±2	N = 185	<del></del>		5.8.=162	<u>.                                    </u>	.F. ±147	
Numbers & Num Rel	174 ±1				***			
Operations & Comp	168 ±2				+			
Geometry	170 ±1				**		1.0	
Meesurement	170 ±1				+		· · · · ·	
Prob & Stet	171 ±2	]					H	
PROBLEM SOLVING	179 ±2	İ					adar.	
	1/7 12	N = 105			S.G.=167		P.#192	
SCIENCE	159 ±1				+		1	
Life Science	158 ±1				+			
Eerth Science	160 ±1				<b>'+</b>			
Physical Science	165 ±0				' <b>+</b>		Valta (1.17	
Process Skills	167 ±2	}			***		600000 00 A 1 M 1 8886 A 11 A 111 1	
Env/Sci/Tech/Soc	151 ±1	Ì		+	•		Pochia il Pochia il	
		N = 105		<u>'</u>	3.6.=168		.P. ×1.93	
SOCIAL STUDIES	158 ±1				+			
Geog Regions	164 ±1	ļ			+			
Canada Hist/Geog	134 ±0		†		•		1,000 ee 900 2,000   2,000 2,000	
U.S. pre-1791	163 ±1				+			
U.S. 1791-1875	154 ±1			•	<b>†</b>			
U.S. 1875-1932	160 ±1	1			+			
U.S. 1932-present	161 ±1				+			
Skills	164 ±2				** **			
HEALTH	173 ±1	N = 195			3.6.=179	0.	.P.=195	
Sfty/Prs/Mntl Hlth	181 ±1				+			
Nutrition	167 ±1					4.	797 Lidux Artino Limitativos (1) Lidux (1) Artino	
Substance Abuse	182 ±1				+		1967 - 617 1676 - 617	
Growth, Dev & Fem	166 ±0	I				+		
	-00 -0	N = 105			† 5.8.=170			

Taking into account the stenderd error (S.E.):

Your school's scores meet or exceed state goel in the erees of Lenguage Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the eree of Language Arts: Reading.

Hete: Centent Area scores are scaled separately and are not cimple available of strand scores.



<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Z	3	
Š	=	
i	3	
1	į	
3	•	

	Number		Perce Nati	Percent At/Above National Norm(NP	ercent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
5	66	10	89	65	65	
02	108	52	23	61	21	
03	106	68	11	45	56	
**	104	65	69	09	63	
05	107	20	52	1.	52	
School Total	524	09	64	61	23	4
Elem. 1-5 Schools	23,856	09	40	4	51	ဗု
	Number	·	Percen	Percent At/Above National Norm(NP=50)	V6 (NP=50)	
	3				`	
Grade	1993	1990	1991	1392	1993	*D1ff
01	100	<b>9</b>	64	7.1	11	
02	108	48	47	28	09	
03	105	72	40	46	22	
*0	104	69	99	61	51	
05	108	ຄ	67	29	23	
School Total	525	62	9	29	29	
Elem. 1-5 Schools	23,687	29	09	29	26	e -

637

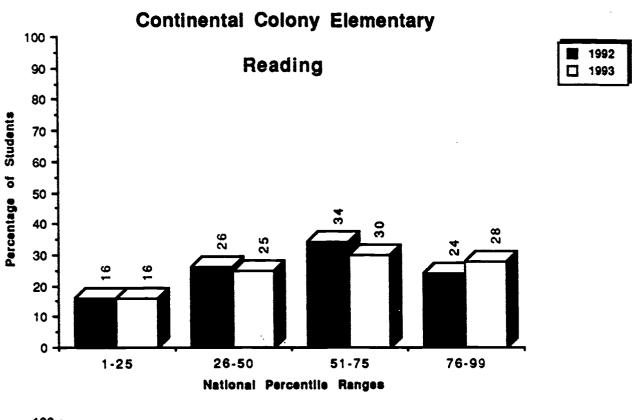
+ Difference = 1993 - 1992

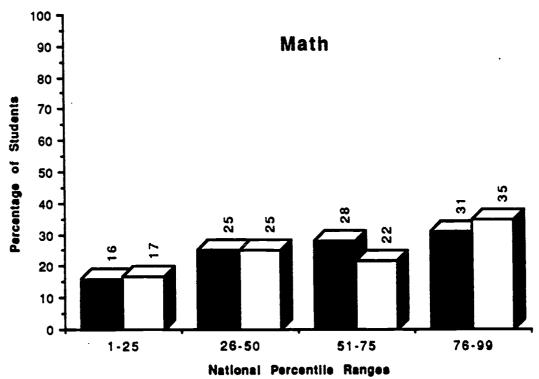
CONTINENTAL COLONY ELEMENTARY 41217 SCHOOL:

	1 <del>-</del>		
c s	PERCENT AT/ABOVE NAT NORM	73 62 59	61 57
MATHEMATICS	NUMBER AT/ABOVE NAT NORM	0 0 0 to 10	298
<b>T</b>	NUMBER	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	491
	PERCENT AT/ABOVE NAT NORM	6 5 6 6 7	9 <del>0</del> 5
READING	NUMBER AT/ABDVE NAT NORM	65 9 67 2 8 6 6 9	299
	NUMBER	8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	489 S 21,280
	GRADE	10000	SCHOOL TOTAL 489 ELEMENTARY K-5 SCHOOLS 21,280

689

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickeon/September 1993

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CONTINENTAL COLONY ELEMENTARY

		tics	1993		4	84	31	31
		Mathematics	1992		46	33	30	24
* 80 £			z	ļ	g	17	50	9
Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years*								
Chapter I Results Mean NCE Gains th ITBS Results for	School							
Ch With			Gain			=	7	45
Student		ē	1993	1	36	<b>43</b>	46	34
		Reading	1992		36	32	32	9
			z	-	<del>6</del>	ŧ	<del>0</del>	8
			Grade		02 Non SWP	03 Non SWP	04 Non SWP	O5 Non SWP
				ı	Ö	Ö	Ŏ	Ö

Gain

5 5

	108	1993	46	47	38	32	37	38	33	4
	Mathematics	1992	39 46	36	39	34	32	32	34	<b>3</b>
		z		484						
System										
		Gain	၉	4	-	ស	4	9	9	o,
		883	38	39	35	38	38	42	40	<b>4</b> 5
	Reading	92 1	35 38	ស្ន	<b>4</b>	23	7	9	7	96
	CK.	10	100							
		z	583	574	783	191	738	827	764	88
			dMS		AMS		SWP		SWP	
		Srado	02 Non SWP	<b>DANS</b>	Z O	SWP	<b>X</b> 02	SWP	05 Non SWP	OS SWP
		٠	00	05	03	03	9	9	02	02

Gain

\* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)



Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	e '	5	-	7	
atics	1993	34	66	50	33	
Mathematics	1992 1993	37	53	61	34	
	z	5	18	o	Ξ	
	Gatn	Ŋ	o	16	4	
gu	1993	32 37	<del>-</del>	46	34	
Reading	1992	32	32	30	30	
	z	16	19	15	6	
	Grade	05	03	4	90	

System

	Gain	4	<u>د</u>	81	9
<b>(a</b> thematics	1993	39 43	34	37	9
Mathem	1992	98	37	32	34
	z	681	707	954	866
.					
	Gain		8	•	7
Reading	1993	36 36	32	39	42
Read	1992	36	33	32	35
	z	857	983	1062	1055
	Grade	00	03	8	02

Scores for students in the Program for Exceptional Children are excluded

695

8/04/93 CONTINENTAL COLONY ELEMENTARY SCHOOL

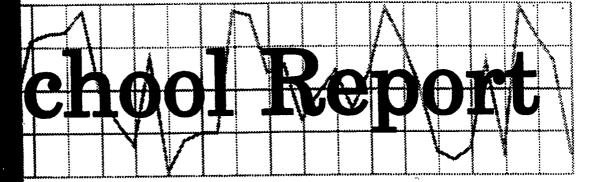
1992-93 Progression Status Report

Grades K - 5

2	Promote		+00000	2	+00000	2
<b>z</b> 6	70000A	Z		z ¢	ا ا ا	Z 109
	98			294	ທ	5,478
1	91	7	7	7	7	100
	68	202	•	408	7	5,489
Ì	06	7	9	-	4	113
	5	257	ທ	185	4	4,969
İ	100					110
4,598	92	260	ហ	113	7	4.971
	66			-	-	
	\$	227	S	82	2	4,917
	100					115
	96	191	*	20		4,799
	96	6	-	8	ю	199
	66	1, 137	•	1, 102	₹	30,623



## ATLANTA PUBLIC SCHOOLS



1992-93

## DOBBS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## ERIC Fruitsit produkt by ERIC

## DOBBS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>There was a gradual decrease in student enrollment over a three-year period.</li> </ul>
	• The mobility index at Dobbs (.37) was similar to that of the system (.38). Eighty-six percent of the students were enrolled at least seven attendance periods.
	• Fifty-eight percent of the kindergarten students entered school with no preschool experience as compared to 45 percent of the kindergarten students systemwide.
	<ul> <li>All but one first grade student had attended kindergarten.</li> </ul>
	• The percentage of student attendance (93.4) increased slightly, but remained below the system percentage (94.2).
	• Staff attendance (97.8 percent) decreased slightly but was above the system percentage (97.4).
II Dougomong Rocod Accocement	
II. Feriormance-Dased Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	<ul> <li>Fewer than 90 percent of the kindergarten students demonstrated overall capability in the Logical-Mathematical and Personal areas.</li> <li>Within the Communicative Capability, particular attention may be needed in the area of Oral Communication.</li> </ul>
B. What was the ending performance of kindergarten students in writing?	<ul> <li>By the end of the school year, 68 percent of the kindergarten students were Phrase/Sentence Writers or Simple Story Writers.</li> </ul>

Critical Questions	Findings
II. Performance-Based Assessment (contd.)	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• In the area of fiction, there were fewer 2nd grade students with scores in the the Needs Improvement category and more students with scores in the Upper Adequate and Excellent categories at the end of the school year. This trend was not evident in grades 3, 4 and 5. In grade 3, there was an increase in students scoring in the Needs Improvement category accompanied by a decrease in the number of students in the Upper Adequate and Excellent categories. In grades 4 and 5, there was no change in the number of students scoring in the Needs Improvement category and in the Excellent category.
•	In the area of nonfiction, more 4th grade students were in the Needs Improvement category at the end of the year. However, there was an increase in the number of students with scores in the Upper Adequate category. In grade 5, there was a decrease in the number of students scoring within the Needs Improvement category. There were no students in the Excellent category in either grade level at the end of the school year.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?  A. Grade 3	• In grade 3, taking into account the standard error, students' scores met or exceeded the state goal in both 1992 and 1993 in the content areas of Language Arts and Mathematics and in the following strands: Literal Comprehension and Reference and Study (Language Arts); all strands in Mathematics; and Citizenship and Skills (Social Studies). In 1993, the state goal was also met in the Life Science strand (Science). Quality performance was not indicated in any of the content areas or strands in either 1992 or 1993.
107	

Findings	• In grade 5, when the standard error was taken into account, the state goal was met or exceeded in both 1992 and 1993 in the areas of Language Arts and Health. Student scores met or exceeded the state goal both years on all Language Arts strands; on the Number and Number Relations strand and the Probability and Statistics strand (Mathematics); and on the Substance Abuse strand (Health). Quality performance was indicated on the Literal Comprehension strand both years.		• There was a schoolwide increase of 14 points in the percentage of students scoring at or above the national norm in reading. The largest increases were in grades 1 and 3. In mathematics, there was an overall decrease of 5 percentage points. Schoolwide, only 36 percent of the students had scores at or above the national norm in mathematics.	<ul> <li>The ITBS performance of students who attended Dobbs at least seven attendance periods was similar in both reading and mathematics to the performance of the entire student body tested.</li> </ul>	• In reading, there was an increase in the percentages of students with scores in the two highest quadrants (51st-75th and 76th-99th percentile ranges). However, in mathematics there was a decrease in the percentages of students scoring within the two highest quadrants.
Critical Questions	Program (1992 and 1993 Data) Grades 3 and 5 (contd.)  B. Grade 5	<ul> <li>Iowa Tests of Basic Skills (ITBS)</li> <li>Were there changes in reading/mathematics achievement with respect to the following:</li> </ul>	A. Regular-program students?	B. Students who attended the school for seven or more attendance periods?	C. The percentage of students scoring within each quadrant? $\%03$

3			
o"	Critical Questions	Findings	
>	Project Results		
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?		
	A. Chapter I - Traditional Program	<ul> <li>NCE gains made by Chapter 1 students at Dobbs were greater than those made by similar Chapter I students systemwide only in grades 3 and 4 in reading. In mathematics, NCE gains were not made at any of the grade levels.</li> </ul>	han those 3 and 4 in the grade
	B. Remedial Education Program (REP)	<ul> <li>No students were reported as being served in the Remedial Education Program in grades 2 and 3. In grade 4, NCE gains in reading were greater than those made by similar REP students systemwide. In mathematics, students in grades 4 and 5 has NCE losses.</li> </ul>	Education ling were wide. In
VI.	VI. Progression Status		
	How did the school's progression status compare to that of the system?	<ul> <li>Ninety-nine percent of the students at Dobbs were promoted to the next grade level at the end of the 1992-93 school year as compared to 93 percent of the students systemwide. No students were retained and two students were administratively placed in the next grade.</li> </ul>	the next red to 93 I and two

R&E/CV:If/jep October 27, 1993

## 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

## General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfictive reading passages). Detailed explanations appear with the performance-based measures reports

## Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Iowa Tests of Basic Skills (TTBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

## Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 DOBBS ELEMENTARY SCHOOL

ERIC

Full Text Provided by ERIC

## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

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DIFFERENCE

-6. -5. -6. PERCENT PERCENT -----20 2 3 O 5 ALL ELEMENTARY - 16 -2,940 3 YEARS 9541 3873 .38 15734 27498 3982 22.2 NUMBER -5.1 -6.8 PERCENT PERCENT 200 6 98 SCHOOL -13 -2,311 2 YEARS 66 25 37 210 33 22.1 47 NUMBER 243 31,480 1992-93 256 33,791 1991-92 PUPIL TRANSFERS:
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL
NUMBER/PERCENT OF PUPILS NEW TO APS
MOBILITY INDEX 1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS 259 34,420 1990-91 STAFF/SCHOOL FACTORS (END OF YEAR) OUT-OF-SCHOOL SUSPENSIONS CHAPTER I READING PUPIL-TEACHER RATIO PUPILS IN PROJECTS: . . . . . . . . . . . . . . . . . . . SCHOOL ALL ELEMENTARY . 2 4 . e 6

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29 23

CHAPTER I MATH

REP READING

REP MATH

7

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<u>4</u> 0

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL ELE	ALL ELEMENTARY
 	; ; ; 1 1 1 1 1 1	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1	) ; ; ; ;	1 1 1 1 1	1 1 1 1 1 1
K-GA	K-GARTEN - APS PRE-SCHOOL	6	•	291	ស
K-6A	K-GARTEN - HEAD START	<b>65</b>	9	389	7
K-GA	K-GARTEN - COMMUNITY PRE-SCHOOL		22	2257	43
¥9-¥	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	29	28	2391	45
FIRS	FIRST GRADE - APS K-GARTEN	37	6	4862	<b>%</b>
FIRS	FIRST GRADE - NON-APS K-GARTEN	8	ស	481	6
FIRS	FIRST GRADE - NO K-GARTEN	-	m	09	-
6 PERCENT PUP1 1990-91 1991-92 1992-93	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		94.7 93.1 83.4		99 4.49 2.49
7. PERCENT 1990 1991 1991	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.7 98.1 97.8		97.2 97.4 97.4

-8-

7.12

# Georgia Kindergarten Assessment Program

			ပိ	Υ.	æ	ບ	ä	11.	¥	B.	Ċ	D.
			I.									
								_	_			
	eiving Ig	State		92	80	8	96	26		93		95,915
ty.	Percentage Receiving "Yes" Rating	System		93	G	96	6	76		94		5,325
Overall Capability	Percer "	School		94	8	00	96	82		96		20
Overall	Capabilities			I. Communicative		ii. Logicai-matileiliaticai	III. Physical	IV Personal	- 1	V. Social		Total Number Reported

	Structured Assessment Activities*	ent Activi	ties*	
	Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
	ney indicators	School	System	State
	I. Communicative			
	A. Processes Visual Information	86	86	26
	B. Processes Auditory Information	94	76	85
	C. Communicates Orally	88	16	92
	D. Demonstrates Emergent Literacy	94	06	89
	II. Logical-Mathematical			
<u> </u>	A. Sorts Sets of Objects	06	06	91
	B. Makes Comparisons	06	16	91
	C. Knows Numbers 1 to 10	96	86	93
	D. Extends Patterns	06	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104



## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

## **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in

  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  - sequences pictures to tell a story
    makes predictions

  - distinguishes between letter\*, word\*, and sentence

  - dictates stories to be written by the teacher
     demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

## II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  8 sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
     demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

## III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals,
  - and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers
     attempts new activities without undue
  - anxiety or fear plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly

  - follows classroom rules
    treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
  - participates in cooperative activities
  - B. Carries Out Assigned Tasks

    carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

34

PERCENT

NUMBER

2.0	<b>8</b> .0	<b>8</b>	34.0	34.0	14.0	100.0
-	4	4	11	1.1	7	20
STAGE 2: SCRIBBLE WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	INTERMEDIATE STORY WRITER	TOTAL NUMBER
ä	<del></del>				<b>æ</b>	
STAGE	STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	STAGE 8:	

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

**\*** ?

## Stages of Writing Development

ERIC
Full Text Provided by ERIC

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to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

## **Description of Writing Stages**

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Stage 2 Scribble Writer
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Stage 3 Invented Word Writer
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- tage 4 Copier
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 5 New Word Writer
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story
- Stage 6 Phrase/Sentence Writer
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Stage 7 Simple Story Writer
- Child's story consists of short related sentences.
- Stage 8 Intermediate Story Writer
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Stage 9 Advanced Story Writer
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

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READING	ï
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LANGUAGE PERIDDIC REA	í
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LANGUAGE PERIDDIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

23

PAGE

DOBBS ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		33	93		36	36		24	<b>54</b>		90	ဓ		123	123	
9	DS	>¢	42	21	-21	22	20	<b>58</b>	21	21	0	9	09	0	37	6 %	
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	LOWER	z	₹	9	લ	ß	7	8	7	-	9	60	ო	ហ្	24	17 -7	
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ADEQUATE	MIDDLE	z	9	12	8	9	œ	7	၉	7	*	ო	o	9	56	8 5	
٠	: : : : 03	×	15	21	9	28	9	-22	25	33	∞	ო	0	၉	8	<b>₹</b>	7
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	EXCELLENT	z	0	-	-	ო	-	7	6	ო	0	0	0	0	9	ა -	
			7	8	8	ო	ო	ო	4	4	4	ស	ស	ហ			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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## Periodic Reading Surveys

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Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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RESULTS	
SURVEY	ACT TIGATOR
READING	77070
E PERIODIC READING SURVEY RESULTS	COSTEC 3
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WHOLE LANGUAGE PERIODIC READING SURVEY R PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

DOBBS ELEMENTARY SCHOOL

SCHOOL:

	TOTAL	7.0	27	i	29	53		26	26
ç	JS EMENT	<b>*</b> -	- 6	<b>. co</b>	69	29	- 10	4	39
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	LOWER		) ო	ဇ-	က	7	•	6	ō -
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	æ	* 6	<b>4</b> 8	8	 С	7	<b>→</b>	16	27
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	ENT	34 ±	0	-15	0	0	0	7	۰, ٥
	EXCELLENT	2 <sup>4</sup>	• 0	7	0	0	0	4	0 👎
		4	• 🕶	4	S.	ស	رم م		
		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		
		PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE		

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

'System Code: 761

School Name: DOBBS ELEM

School Coda: 3058

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dari	shaded area :	= Quality Peri	ormance
Strand ·	S.E.	100	125	150	175	200	225
LANG ARTS: READING	162 ±4		_	•••	+		
Literal Comp	168 ±4				****		
Infer & Crit Comp	160 ±4			••••			
Reference & Study	169 ±2			,	**		
		M = 35			•	P.#156	
MATHEMATICS	170 ±3	<b> </b> •			***		····
Numbers & Num Rel	174 ±3				***	٠,	
Operations & Comp	174 ±3				***		
Geometry	172 ±2	İ			•+••	. :	
Measurement	174 ±2	1			vojas	1::1	
Prob & Stat	187 ±2	}			,	ļ <del>a</del> s	
PROBLEM SOLVING	166 ±3				***	•	
		N = 35			g.=167 g	P.=132	
SCIENCE	145 ±3			***			
Life Science	163 ±2		•	•	<del> </del>		
Earth Science	153 ±3			***	•		***
Physical Science	141 ±2	1		, ***			•
Process Skills	154 ±2			*****			
Env/Sci/Tech/Soc	141 ±3			***	_	. •	
		N = 35			G.=167 B	P.#182	
SOCIAL STUDIES	155 ±4			<b>⋰</b> iom mm			
Communities	156 ±2			***			
Citizenship	164 ±5				***		
American Heritage	158 ±3	1		***	•		
Skills	168 ±4			1	****		
		M = 35		_ \$.	B.=167 C	.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the erees of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

### **School Content Area Summary**

System Name: ATLANTA CITY .

System Code: 761

School Name: DOBBS ELEM

School Code: 3058

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = Si	ate Goal D	ark shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	165 ±4			_	****		
Literal Comp	174 ±4				*****	••	
Infer & Crit Comp	160 ±4	1			, !****	:	
Reference & Study	172 ±2				1 1000	5 °	
		N = 41			S.G.=165	0.F.×19±	
MATHEMATICS	170 ±3	l .			***		
Numbers & Num Rel	173 ±3				******		
Operations & Comp	175 ±3				***		
Geometry	171 ±2	ļ					
Measurement	174 ±2				, <del>esfe</del>		
Prob & Stat	187 ±2	ļ			•	estes and a	
PROBLEM SOLVING	171 ±3	1			***	Y	
	1	N = 48			S.G. #167	0.P. 192	·
SCIENCE *	150 ±3	İ		***		alingta di	
Life Science	167 ±2	1		•	***		
Earth Science	160 ±2	]			•••		
Physical Science	144 ±2			**			• ••
Process Skills	156 ±2				400		
Env/Sci/Tech/Soc	144 ±4			****	•		
		N = 41			S.G.=167	G.F. ±192	
SOCIAL STUDIES	158 £3			- F	ne-less	44 - 14 - 14 - 14 - 14 - 14 - 14 - 14 -	
Communities	157 ±2	1		•	<del> </del>	190 <b>32</b> 00000 18040 - 1200 - 1200	-
Citizenship	165 ±4				****		
American Heritage	161 ±2				•••		
Skills	168 ±3				***		
		N = 39			S.G.=167	0.2.*152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

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<sup>+ -</sup> the school score

iss = the standard error (S.E.)

<sup>&</sup>quot;lete: Centent Area secres are scaled separately and are not simple averages of strand secres.

### School Content Area Summary

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: DOBBS ELEM

School Code: 3058

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performan	100
		100 125 150 175 200	225
LANG ARTS: READING	167 ±5	***************************************	
Literal Comp	186 ±5	***************************************	
Infer & Crit Comp	168 ±7	***************************************	
Reference & Study	175 ±3		
<u> </u>	1	N = 4E S.S.3142 G.P. 9127	
MATHEMATICS	157 ±3	*******	
Numbers & Num Rel	167 ±2		
Operationa & Comp	156 ±2	**************************************	
Geometry	165 ±2		
Measurement	155 ±3	——————————————————————————————————————	
Prob & Stat	181 ±4		
PROBLEM SOLVING	162 ±3		
		N = 44 S.B.=147 B.P.=152	
SCIENCE	148 ±2	A.A	-
Life Science	156 ±1	***	
Earth Science	156 ±1	<u> </u>	
Physical Science	159 ±1	<b>+</b>	
Process Skills	152 ±2	+ «	
Env/Sci/Tech/Soc	146 ±1	ne <del>jes</del>	
		# 2.6.2165 6.9.2153	
SOCIAL STUDIES	149 ±2	4.4.4.4	
Geog Regions	154 ±3		
Canada Hist/Geog	No report	Strand contains fower than tan items.	
U.S. pre-1791	160 ±1		
U.S. 1791-1875	152 ±1	+	
U.S. 1875-1932	157 ±1	<b>+</b>	
U.S. 1932-present	161 ±1	<b>*</b>	
Skills	150 ±4	+	
	130 14	W # 45	
HEALTH	168 ±2	2.5.5.2	
Safety	No report	Strend centains fower than ten items.	
Nutrition	168 ±1		
Personel Health	No resert	Strend contains fower than ten items.	
Substance Abuse	180 ±2		
Growth, Dev & Fam	165 ±1	<del></del>	
Mental Health	No resert	Strend centains fower than ten items.	
LAUCAT VESTER			
	<u> </u>	H = 48 \$.0.=176 Q.P.=198	

Taking into account the atandard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Heulth.

However, your school's scores do not indicate quality performance in any content area.

+ - the school score

- the standard error (S.E.)

### **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Name: DOBBS ELEM

School Code: 3058

**GRADE 5** 

Data Printed: 18AUG93

Content Area/	Score/	Light shade	ed area = Sta	ite Goal	Dark shaded are	a = Quality Perform	ance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	171 ±5				*****		
Literal Comp	196 ±6				1	***********	
Infer & Crit Comp	164 ±7	j			*******		
Reference & Study	174 ±2	1			1		
<del></del>		N = 33			5.6.=162	Q.P.=187	
MATHEMATICS	160 ±3		<u> </u>		***		
Numbers & Num Rel	167 ±2				*		
Operations & Comp	165 ±2				**	ik:	
Geometry	165 ±1				•	W	
Measurement	160 ±4				•••••	;;	
Prob & Stat	187 ±3				4		,
PROBLEM SOLVING	168 ±3	ļ			***des*		
<del>_</del>		N = 33			S.G.=167	0.F.=192	
SCIENCE	153 ±2			***		1 1	
Life Science	160 ±1				+		
Earth Science	160 ±2				1 ************************************		
Physical Science	163 ±1				ele	800L N 💥 1111	
Process Skills	158 ±3				-1- 		
Env/Sci/Tech/Soc	150 ±1	1		•			
		N = 33		T	S.G.=168	9.P.#193	
SOCIAL STUDIES	152 ±2						
Geog Regions	162 ±1			<b>♣</b> 2	+ -	And in	
Cenada Hist/Geog	135 ±1		+		, -		
U.S. pre-1791	160 ±1		'		+		
U.S. 1791-1875	153 ±2			• • • • • • • • • • • • • • • • • • •	<b>I</b>		: '
U.S. 1875-1932	158 ±2			-1	***		
U.S. 1932-present	160 ±1						
Skills	153 ±4			****	T' ••		
		N = 33				0.2.*195	
HEALTH	169 ±2			_	***	<u> </u>	
Sfty/Prs/Mnt1 H1th	173 ±2						
Nutrition	167 ±2	}			<del></del>	*1*	
Substance Abuse	180 ±1	1			T-	e. 3	•
Growth, Dav & Fem	167 ±1				**	Jan 1980	
		N = 33			3.6.=170	Q.P.=19S	

Taking into account the stendard error (S.E.):

Your school's scores meet or exceed state goel in the ereas of Lenguage Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content eree.

Note: Content Area seems are seeled separately and are not simple averages of strand secres.



<sup>+ -</sup> the school seere

<sup>\*\*\* \*</sup> the standard error (S.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	Number Tested		Percent At/Above National Norm(NP=50)	ent At/Ai ional No	ra(NP=50	_
Grade	1993	0661	1991	1992	1993	*Diff
1	***************************************					
01	40	07	72	51	82	
02	88	57	50		24	
03	7	01	50		14 46	
3	28	43	24		21	
05	33	25	27		33	
School Total	180	99	‡	30	‡	=
Elem. 1-5 Schools	23,856	09	54	54	51	ę,

Mathematics

Percent At/Above National Nora(NP=50)	1990 1991 1992 1993		71 68 66 45	78 54 26 49	22 17 24 25	46 18 23 21	60 42 41 36	67 60 59 56
Number Tested	1	68	38	7	28	33	179	23,687
								•

+ Difference = 1993 - 1992

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DOBBS ELEMENTARY SCHOOL 42238 SCHOOL: IOMA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

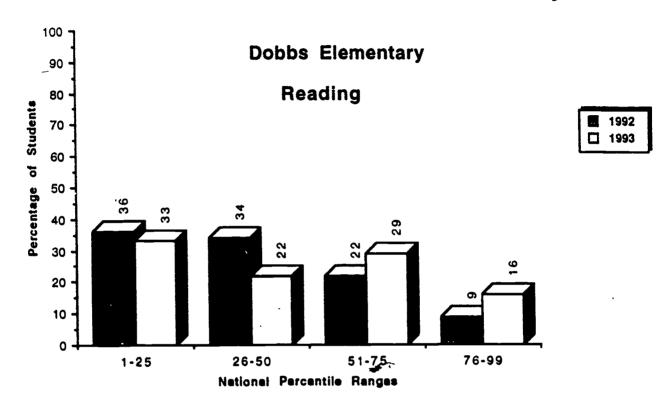
READING

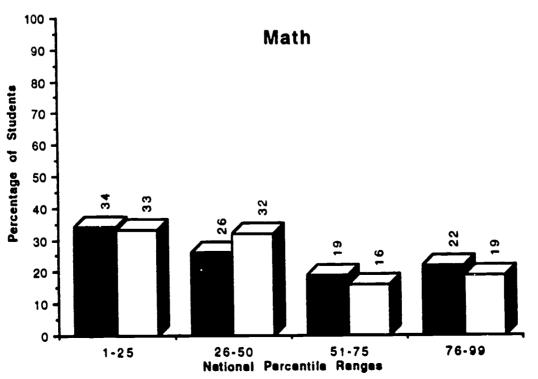
MATHEMATICS

		NUMBER	PERCENT		NUMBER	PERCENT
	N. M. F. D.	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
č	38	31	68	34	13	38
5	3 6		22	32	7	7
800	5 6	17	4	33	19	64
3	25	· Kr	50	25	9	24
90	53	. O	31	29	φ	21
SCHOOL TOTAL	160	69	43	159	28	36
ELEMENTARY K-5 SCHOOLS 21,280	10LS 21,280	11,200	53	21,123	12,103	57



### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Department of Research and Evaluation A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years≠

Schoo 3

)

	Gain	4	1-		4
tics	1993	53	<b>38</b>	31	21
Mathematics	1952 1993	33	32	31	52
	z	ഥ	5	13	0
	Gain	41-	ო	Ξ	a
2	1992 1993	8		35	27
Reading	1992	32	90	24	25
	z	ហ	5	12	o
	Grade	02 Non SWP	03 Non SWP	04 Non SWP	O5 Non SWP

	Mathematics	N 1992 1993	476 39 46						747 34 39	
System		cte	9	4	<b>⋰</b>	ى :	4	9	9	O
	Reading						34 38			
		z	589	574	783	791	738	827	764	883
		Gra	02 Non SWP	02 SWI	03 <b>K</b> 0	MS 60	0 N ON	04 SW	05 No	MS 50

Gain

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Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)



Schoo 3

lesul ts	o Years
1 Education Plan (REP) Results	Mean NCE Gains ith ITBS Kesults for Two Years
Remedial	Students with

	Gatn		-3	7				Gain	-	ဗု	64
tics	1993		32				atics	1993	39 43	34	37
Mathematics	1992 1993		34	81			Mathem	1992	39	37	35
	z		15	<b>cc</b>				z	681	707	954
						System		<b>\$</b> ~			
	G C		11					Gain		8	4
<b>Ö</b> L			38	56			gut				
Reading	1992 1993 Gain			56			Reading		36 36		
Reading			38	26 26			Reading	1992 1993		33 35	35 39

Scores for students in the Program for Exceptional Children are excluded

8/04/93 DOBBS ELEMENTARY SCHOOL.

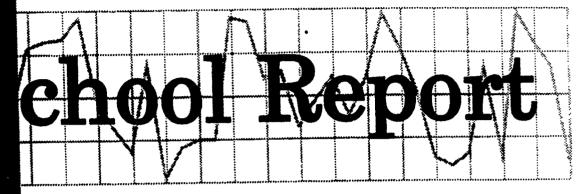
1992-93 Progression Status Report

:

Grades K - 5

			Promoted	Admin. Placed	peoq	æ	Retained	Total
Grade		Z	Percent	z	Percent	z	Percent	Z
¥	School	20	001					50
	System	5, 184	95			294	æ	5,478
5	Schoo 1	42	\$					4.2
	System	4,879	<b>6</b>	202	4	408		5,489
02	School	38	97	-	3			66
	System	4,527	5	257	ហ	185	•	4,969
03	School	-	86	-	7			42
	System	4,598	85	260	ហ	113	2	4,971
9	Schoo1	29	8					29
	System	4,608	<b>7</b> 6	227	ស	82	7	4,917
8	School	33	\$	-				33
	System	4,588	96	<b>.</b>	4	20		4,799
	School	233	66	2	•			235
	System	28,384	66	1, 137	•	1, 102	₹	30,623
1								





1992-93

### DREW ELEMENTARY SCHOOL



Research & Evaluation

Final Copy

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### DREW ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• After a decline in student enrollment in 1991 - 92, enrollment stabilized and increased slightly in 1992-93.
	• The student mobility rate was .28, considerably lower than the system's rate (.38). Eighty-eight percent of the students were enrolled for at least seven attendance periods.
	• Ten students were reported as being suspended from school during the year.
	• Chapter I services were administered through the Schoolwide Project. In addition, all students in kindergarten, and first and second grades were served through the Special Instructional Assistance Program which included small, heterogeneously grouped classes, unit-based teaching, additional field trips and the daily use of exploratory learning centers.
	Over three-fourths of the kjndergarten students entered school with no preschool experiences.

All except for one first grade student had previous kindergarten experiences.

742

	Critical Questions	Findings
G > a	General Descriptive Characteristics What critical school factors may have influenced student performance? (continued)	<ul> <li>Student attendance increased and exceeded the system average.</li> <li>Staff attendance decreased and was slightly below the system average.</li> </ul>
-	Performance-Based Assessment	
*	<ul> <li>A. Do any of the Georgia Kindergarten Assessment         Program (GKAP) capabilities or key indicators         suggest a need for attention?     </li> </ul>	• Less than 90 percent of the kindergarten students received "Yes" ratings in the Logical-Mathematical and Social Capabilities. Within the Communicative Capability special attention may be needed in the area of Oral Communication. Within the Logical-Mathematical Capability, special attention may be needed in the area of Numbers 1 - 10.
	<ul> <li>B. What was the ending performance of kindergarten students in writing?</li> </ul>	<ul> <li>By the end of the school year, over 70 percent of the kindergarten students were Phrase/Sentence Writers, Simple Story Writers or Intermediate Story Writers.</li> </ul>
•	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	<ul> <li>By the end of the school year, in both the fiction and nonfiction categories, there were overall increases in the percentages of students scoring in the Excellent and Upper Adequate ranges and corresponding decreases in the percentages of students scoring in the Needs Improvement and Lower Adequate Ranges. Based on the small number of students with matched results, data for grade 3 appears to be incomplete.</li> </ul>

-2-

Critical Questions		Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5		
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?		
A. Grade 3	•	Taking into account the standard error, the scores of third grade students met or exceeded the state goal in the area of Mathematics in both 1992 and 1993. In 1993, the state goal also was met in the area of Language Arts. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts), all strands in the area of Mathematics, and Citizenship (Social Studies). Quality performance was not indicated in any of the content areas or strands either year.
B. Grade 5	•	At the fifth grade, taking into account the standard error, the state goal was met or exceeded in both 1992 and 1993 in the area of Language Arts. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts), Probability and Statistics and Problem Solving (Mathematics), and Substance Abuse (Health). Additional strands for which the state goal was met or exceeded in 1993 only were Numbers and Number Relations, Measurement, and Geometry (Mathematics) and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literal Comprehension strand in both 1992 and
IV. Iowas Tests of Basic Skills (ITBS)		
Were there changes in reading/mathematics achievement with respect to the following:		
A. Regular-program students?		The percentages of students scoring at or above the national norm decreased in both reading and mathematics. These decreases were greatest at the third grade.
: : : : : : : : : : : : : : : : : : : :	- :	

-3-

	Findings			<ul> <li>In both reading and mathematics, the achievement level of students enrolled for seven or more attendance periods was similar to that of the entire student body tested.</li> </ul>	<ul> <li>In both reading and mathematics, the largest increase was in the lowest quadrant (1st - 25th percentile range) and the largest decrease was in the highest quartile range (76th - 99th percentile range.)</li> </ul>			<ul> <li>Chapter I-eligible students made NCE gains at every grade level in both reading and mathematics. In general, these gains were greater than those made by similar Schoolwide Project participants systemwide.</li> </ul>	• REP students made NCE gains in grades 2, 3 and 5 in reading and in grades 2 and 3 in mathematics.	657	
ERI	Critical Questions	IV. Iowas Tests of Basic Skills (ITBS)	Were there changes in reading/mathematics achievement with respect to the following: (continued)	<ul><li>B. Students who attended the school for seven or more attendance periods?</li></ul>	C. The percentage of students scoring within each quadrant?	V. Project Results	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	A. Chapter 1 - Schoolwide Project	B. Remedial Education Program (REP)	748	

	Findings	<ul> <li>Ninety-two percent of Drew's students were promoted to the next grade as compared to 93 percent systemwide. The three grade levels with the largest percentages of retained and/or administratively placed students were the kindergarten, first and second grades.</li> </ul>
ER Auli bas Proo	Critical Questions	VI. Progression Status  How did the school's progression status compare to that of the system?

CV:sm - SR#24 Department of Research and Evaluation October 27, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 DREW ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

DIFFERENCE

	18-0661	1991-82	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	126	452	404	0	5. F	7) -	) · • · ·
ALL ELEMENTARY	34,420	33,791	31.480	-2,311	9·9-	-2.940	-5.3
STAFF/SCHOOL FACTORS (END OF Y	OF YEAR)				SCHOOL.	ALL ELE	ALL ELEMENTARY
# 0				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:	ENDANCE DEPTORS			402		27498	87
LESS THAN SEVEN AT	TTENDANCE PERIOC	S			2	3982	13
2. PUPIL TRANSFERS:				9	Ş	44.0	ć
NAMES OF THE PARTY	PUPILS NEW 10 SCH	TO SCHOOL		6 6	<u>.</u>		3 :
MUMBER/PERCENI UP MOBILITY INDEX	FUPILS NEW 10 A	Š		. <b>8</b>	•	98 · .	7
3. PUPIL-TEACHER RATIO				22.9		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	SNOI			õ	64	Ξ	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING				458	9	15734	20
CHAPTER I MATH				458	8	14903	4.7
REP READING					<u>.</u>	4384	=
REP MATH				7.1	9	3768	5
SPECIAL INSTRUCTIONAL	ONAL ASSISTANCE			227	20	1083	ო

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OB/O6/93 DREW ELEMENTARY SCHOOL ERIC Full feet Provided by ERIC

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL FACTORS (END OF YEAR)		SCH00L		ALL ELEMENTARY
	٠	PERCENT		PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	; ; ;	: : :	9 8 9 3
K-GARTEN - APS PRE-SCHOOL	0	0	291	ß
K-GARTEN - HEAD START	~	8	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	•	21	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	99	11	2391	45
FIRST GRADE - APS K-GARTEN	09	5	4862	<b>6</b>
FIRST GRADE - NON-APS K-GARTEN	ĸ	•	481	on
FIRST GRADE - NO K-GARTEN	-	8	09	-
6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		00 00 00 6. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.		9 9 9 9 9 9
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.3 97.8 97.1		97.79

-9-

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	;y		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	jving g	
•	School	System	State	
				1. C
I. Communicative	93	93	92	٧
	90	90	S	æi
II. Logical-Mathematical	68	25	90	S
III. Physical	100	97	96	Q
	ક	76	92	11. 17
IV. Fersonal	3			<b>V</b>
V. Social	87	94	93	æ
				0
Total Number Reported	82	5,325	95,915	Ω

Structured Assessment Activities*	nt Activi	ties	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 1 <b>g</b>
Ney indicators	School	System	State
1. Communicative			
A. Processes Visual Information	16	66	92
B. Processes Auditory Information	06	76	92
C. Communicates Orally	84	91	92
D. Demonstrates Emergent Literacy	86	06	89
II. Logical-Wathematical			
A. Sorts Seis of Objects	66	06	91
B. Makes Comparisons	93	91	16
C. Knows Numbers 1 to 10	84	93	93
D. Extends Patterns	91	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383:104
7/12/83



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the cacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors. shapes, letters\*, and words
  - interprets pictures
- **B.** Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in

  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*

  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print
     identifies the main idea of a picture
    - sequences pictures to tell a story makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written

  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts
  - of near, far, over/above, under/below, on, in. beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers

  attempts new activities without undue anxiety or fear

  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  makes independent choices during openended activities
- C. Acts Responsibly

  - follows classroom rules treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
- participates in cooperative activities B. Carries Out Assigned Tasks
  carries out tasks to completion that are
  - assigned by the teacher



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Shills Assessed with Structured Assessment Activities.

s T S			42252
ATLANTA PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	HOOL
<b>V                                    </b>	STAGE OF	END OF	OREW ELEMENTARY SCHOOL

PERCENT	7.2	16.9	<b>4</b> .8	24.8	41.0	<b>6</b> .0	100.0
NUMBER	g	<b>Z</b> .	4	20	e F	ហ	89
	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	INTERMEDIATE STORY WRITER	TOTAL NUMBER
		 <b>~</b>	 Ω	 <b>9</b>	7:	 <b>œ</b>	
	STAGE 3:	STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	STAGE 8:	



+BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLTO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

- Pictographk Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Invented Word Writer Stage 3
- Child begins to include familiar letters and numerals along with drawings, has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4
- Copier Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- **New Word Writer** Stage 5
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Phrase/Sentence Writer Stage 6
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Simple Story Writer Stage 7
- Child's story consists of short related sentences.
- Intermediate Story Writer Stage 8
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes. Advanced Story Writer Stage 9

R&E jep 8/16/93 #441-107



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PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION

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FIC		
FOR		
113		
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MATCHED RESULTS FOR FICTION		
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	TARY	
	DREW ELEMENTARY SCHODL	
	FEL	
	DRE	

	TOTAL		61	61		16	16		58	28		1	61	61		1	196	196	
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ADEQUATE	MIDDLE	z	∞	6	-	-	ო	8	ស	16	Ξ		5	21	∞		27	49	22
	~	æ	ம	33	34	19	31	12	54	24	0		5	8	9		13	<b>58</b>	15
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	EXCELLENT	z	~	22	50	9	€	7	ø	=	មា		-		8		6	7	25
			~	~	8	e	က	ဗ	4	4	4		٤n	ស	ស				
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL				
			PRETEST	POSTIEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTIEST	DIFFERENCE		PRETEST	POSTTEST	DIFFERENCE				

785

992

+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC

SCHOOL:

### ERIC Full Text Provided by ERIC

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E ap 10/5/93

PERIODIC RE	CATEGORY
LANGUAGE PER	PERFORMANCE
WHOLE LA	PE

LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

24

PAGE

DREW ELEMENTARY SCHOOL

	TOTAL	52	52		57	57		112	112
y	MENT	* 8	Ξ	-11	58	<b>5</b> 6	-32	9	-21
	IMPROVEMENT	Z <sup>2</sup>	9	9-	33	<del>1</del> 5	<del>8</del> 2-	45	21 -24
		ઋ ઌ	50	-11	23	23	0	27	21-6
	LOWER	z <sup>C</sup>	-	9-	13	<del>1</del> 3	•	9	47 49
1 1 1 1 1		* 8	29	7	19	21	CI	21	24 72
ADEQUATE	MIDDLE	× <sup>2</sup>	16	<b>4</b>	=	12	-	23	28
		% <del>c</del>	33	<del>2</del>	0	<b>18</b>	<b>6</b>	ø	25 16
1	UPPER	z º	8	æ	0	9	ō	5	28 18
	<b>=</b>	34 <sup>~</sup>	7	0	0	12	<u>c</u>	*	ō a
	EXCELLENT	z ¥	4	0	0	7	7	•	11
		4	4	₹	S	2	2		
		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		
		PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE		

0.22

769

+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC Patral residents (10)

SCHOOL:

### **School Content Area Summary**

GRADE 3

System Name: ATLANTA CITY

System Code: 761

School Name: DREW, CHARLES ELEM

School Code: 5058

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sh	aded area = S	tata Goal, dark	shaded area :	= Quality Perfo	rmance
Strand	\$.E.	100	125	150	175	200	225
LANG ARTS: READING	157 ±2			****	-		_
Literal Comp	168 ±3			,	***		
Infer & Crit Comp	152 ±3	†		***	•		
Reference & Study	167 ±2			•			
	<u> </u>	M = 71			•	P. #156	
MATHEMATICS	167 ±2				***		
Numbers & Num Rel	169 ±2	1			***		
Operations & Comp	174 ±2				-		
Geometry	171 ±2	İ					
Measurement	174 ±2						
Prob & Stat	183 ±2				- Hun		
PROBLEM SOLVING	167 ±2				*		
		H = 71			1.0167 6	P.#152	
SCIENCE	142 ±2			***			
Life Science	159 ±2		•	**			
Earth Science	151 ±2			**		•	
Physical Science	138 ±1			+			
Process Skills	154 ±1			+			
Env/Sci/Tech/Soc	145 ±3	1		•==			
		N = 71		s.	1.#167 R	.P.#192	
SOCIAL STUDIES	156 ±2			** **			
Communities	158 ±2			**			
Citizenship	166 ±3			·	***		
American Heritage	155 ±2			***	•		
Skills	169 ±2	1		·	**		
		M = 71			8.=167 B	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: DREW, CHARLES ELEM

School Code: 5058

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded ar	ea = State Goal	Dark shaded an	ea = Quality !	Performance
Strand	\$.E.	100 1	25 150	175	200	22
LANG ARTS: READING	163 ±3			****	_	
Literal Comp	170 ±3			•	-	
Infer & Crit Comp	159 ±3	-		***		
Reference & Study	171 ±2					
		N = 66		S.8.=165	0.F.=19#	
MATHEMATICS	174 ±2			***		
Numbers & Num Rel	174 ±2					
Operations & Comp	179 ±2			, 	•	
Geometry	175 ±2	1				
Measurement	178 ±2			, <del></del>		
Prob & Stat	186 ±1			•	4	
PROBLEM SOLVING	175 ±2			**	•	
	_	N = 65		S.G.=167	9.P. 1192	
SCIENCE *	152 ±2		•••	•		
Life Science	169 ±1		·	+		
Earth Science	159 ±1			+		J
Physical Science	143 ±1		+•	•		÷
Process Skills	155 ±1		•	<b>+</b> •	•	
Env/Sci/Tech/Soc	151 ±3		*** **	•	•	
		N = 66	<u> </u>	5.6.3167	0.P.±192	<del></del>
SOCIAL STUDIES	157 ±3			***		
Communities	157 ±2			••••	•	
Citizenship	169 ±4	1		****		
American Heritage	161 ±2			**		
Skills	164 ±2	1		***		
		N = 66		3.6.=167	Q.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects en increased weighting on Process Skills

Note: Centent Area secres are seeled separately and are not simple averages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* -</sup> the standard error (S.E.)

### **School Content Area Summary**

GRADE 5

System Name: ATLANTA CITY

System Code: 761

School Name: DREW, CHARLES ELEM

School Code: 5058

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
		100 125 150 175 200 225
LANG ARTS: READING	164 ±4	****
Literal Comp	186 ±5	nulim.
Infer & Crit Comp	154 ±5	******
Reference & Study	174 ±2	+
		N = 51 S.B. 8162 B.F. 8187
MATHEMATICS	158 ±3	•••
Numbers & Num Rel	164 ±2	
Operations & Comp	157 ±3	***
Geometry	163 ±2	
Measurement	160 ±5	
Prob & Stat	182 ±3	· · · · · · · · · · · · · · · · · · ·
PROBLEM SOLVING	163 ±4	· · · · · · · · · · · · · · · · · · ·
		N = 48 9.8.9167 9.P.9192
SCIENCE	147 ±2	•
Life Science	158 ±1	+
Earth Science	157 ±2	
Physical Science	158 ±1	+
Process Skills	150 ±3	resigna .
Env/Sci/Tech/Sec	145 ±1	•
	<u> </u>	H = 61 2.8.0168 6.P.0102
SOCIAL STUDIES	146 ±2	** **
Geog Regions	153 ±2	' • <del> •</del>
Canada Hist/Geog	He report	Strend contains four then ten items.
U.S. pre-1791	159 ±1	+
U.S. 1791-1875	153 ±1	+
U.S. 1875-1932	159 ±1	' <b>+</b>
U.S. 1932-present	158 ±1	+
Skills	140 ±4	***************************************
		M = 51 S.S. =178 A.P. =198
HEALTH	167 ±2	***
Safety	He report	Strand contains fower than ten items.
Nutrition	167 ±1	+
Personal Health	No report	Strend contains fower than ten items.
Substance Abuse	178 ±2	
Growth, Dev & Fam	166 ±1	+
Mental Health	No report	Strand contains fever then ten items.
	1	N = 51 \$.0.=176 @,P.=198

Taking into account the standard error (\$.E.):

Your school's scores meet or axceed state goal in the area of Language Arts: Reading.

However, your school's sceres de net indicate quality perfermence in any content area.

-19-

<sup>† -</sup> the school score

<sup>.. -</sup> the standard error (S.E.

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: DREW, CHARLES ELEM

School Code: 5058

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal Dark shaded area = Quality Performance
	3.E.	100 125 150 475
LANG ARTS: READING	165 ±3	130 175 200 22
Literal Comp	186 ±4	
Infer & Crit Comp	154 ±5	***************************************
Reference & Study	176 ±1	· ·
	<u> </u>	N = 71 S.G.=162 G.F.=167
MATHEMATICS	161 ±2	\$, 6, =162 g, F, =167
Numbers & Num Rel	169 ±1	· ·
Operations & Comp	161 ±2	***
Geometry	167 ±1	******
Measurement	164 ±3	***
Prob & Stat	186 ±2	***
PROBLEM SOLVING	169 ±2	and the
		N = 71 S.G.=167 G.P.=192
SCIENCE	150 ±1	3.9197
Life Science	156 ±1	**
Earth Science	155 ±1	46
Physical Science	163 ±0	+
Process Skills	159 ±2	1
Env/Sci/Tech/Soc	150 ±1	***
		+ N = 71 S.G.=168 G.P.=193
SOCIAL STUDIES	152 ±2	1111173
Geog Regions	162 ±1	100/00
Canada Hist/Geog	134 ±0	+
U.S. pre-1791	162 ±1	†
U.S. 1791-1875	153 ±1	+
U.S. 1875-1932	158 ±1	+
U.S. 1932-present	160 ±1	<b>+</b>
Skills	150 ±3	+
		H = 70 S.G.=170 G.P.=195
HEALTH	166 ±1	1,1,0,73
Sfty/Prs/Mntl Hlth	175 ±1	+
Nutrition	164 ±1	+
Substance Abuse	179 ±1	+
Growth, Dev & Fam	166 ±0	T T
· · <del></del>		N = 71 S.G.=176 Q.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

. Hete: Centent Area scores are scaled separately and are not simple averages of strand scores.

<sup>+ -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

	Iowa Tests Of Basic Skills (Regular Program Students Tested)					
	Reading					
	Number Tested		Perce	Percent At/Above National Norm(NP	ercent At/Above National Norm(NP=50)	_
rade	1993	1990	1991	1992	1993	•
10	65	88	42	69	4	1
03	7.1	50 60	47	5	73	
03	67	980	92	8	42	•
*0	01	83	29	24	57	•
05	73	79	23	51	23	
School Total	346	65	52	57	49	
Elem. 1-5 Schools	23,856	09	54	54	51	

O
-
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•

Grade 01 02	Number       Percent At/Above         Tested       National Norm(NP=50)         1993       1990       1991       1993       *Diff         65       70       36       67       60         71       88       98       90       85         52       70       40	70 70 88	National National 1991   1991   1991   1995   198   19	At/Above 11 Norm(N 1992 67 67 70	(1993   1993   60   60   85   40	0
05		79	2 4 5 4 5	36	37	
School Total Elem. 1-5 Schools	331 23,687	75	57 60	59	5 4 5	, E

\* Difference = 1993 - 1992

SCHOOL: 42252 OREW ELEMENTARY SCHOOL

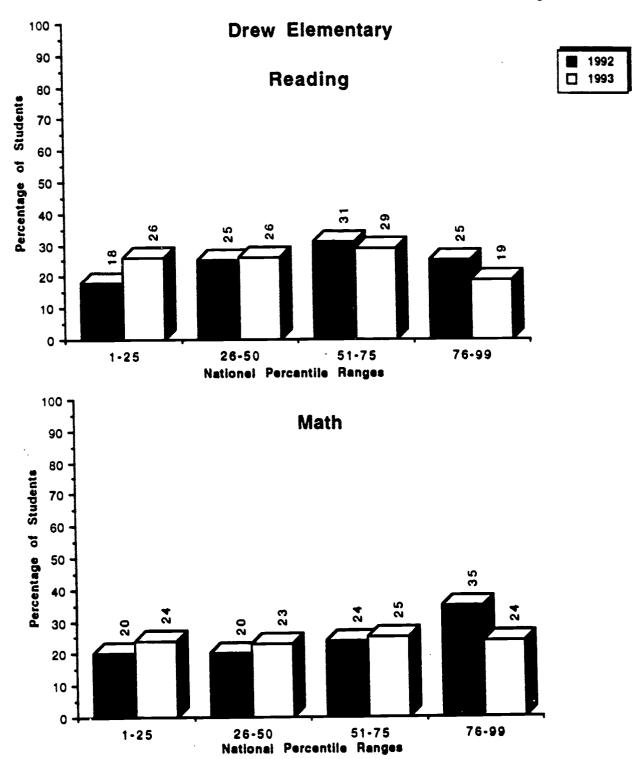
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		<b>X</b>	MATHEMATICS	s o
GRADE	NUMBER TESTEO	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABDVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	rc eo	29	20	28	36	62
000	62	46	7.4	62	52	8
: C	. ec	23	9	47	ಜ	€
88	9	32	52	<b>7</b> 9	53	45
00	69	11	25	69	<b>36</b>	<b>8</b> 8
SCHOOL TOTAL	311	150	48	300	163	54
ELEMENTARY K-5 SCHO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

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BEST COPY AVAILABLE

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency



Department of Research and Evaluation A. Pruett/September 1993





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DREW ELEMENTARY SCHOOL ERIC.

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

٠.

	Gain	27	ß	8	-			Gain	7	Ξ	7	-	п	ю	ഗ	œ
ics	1993	19	20	<b>-</b>	91		tics	1993	46	47	38	35	37	38	38	42
Mathematics	N 1992 1993	34	45	33	90		Mathema	1992	39 46	36	33	34	35	35	<b>9</b>	<b>4</b> 6
	z	%	•	61	45			z	476	464	556	444	670	732	747	828
			e t													
						System	İ									•
						Sya										
	Ge in	5	•	<b>co</b>	ო			Gain	၉	•	-	S	•	ø	φ	o
on i	1993	49	7	52	88		ō	1993	86	33	35	38	38	42	<b>Q</b>	45
Reading	1992	34 49	37	‡	32		Reading	1992	32	32	9.	33	34	36	34 40	36
	z	%	28	9	53			z	589	574	783	791	738	827	764	889
	Grade	٩	d A	٩	d <b>a</b>			Grade	02 Non SWP	d <b>A</b>	don SWP	d#S	You SWP	d#S	05 Non SWP	SWP
	Ğ	02 SWP	03 S	8	05 S			Ġ	02	02 \$	60	60	3	O4 SWP	00	OS SWP



<sup>+</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)

		*	
REP) Results	•	for Two Years	
ation Plan (	Mean NCE Gains	TBS Results	
Remedial Education Plan (REP) Results	**	Students with ITBS Results for Two Years*	
		St	

School

	Gain	23	ß	7					Gain	4	e-	a	9
atics	1992 1993	63	ຄຣ	36				atics	1993	681 39 43	34	37	0
Mathem	1992	<b>Q</b>	20	9	31			Mathen	1992	38	37	32	34
	z	12	8	5	38				z	681	707	954	866
							System						
	Ge in	=	7	<b>c</b>	ო				Ga in		8	4	7
tng	1992 1993 Gain	47	42	42	38			ing 1	1993	36 36	35	38	43
Read	1992	36	35	20	35			Res	1992	36	33	35	32
	z	=	£	φ	20				z	857	983	1062	1055
	rade	03	03	90	90				Grade	05	03	4	05

Scores for students in the Program for Exceptional Children are excluded



8/04/93 DREW ELEMENTARY SCHOOL

1992-93 Progression Status Report

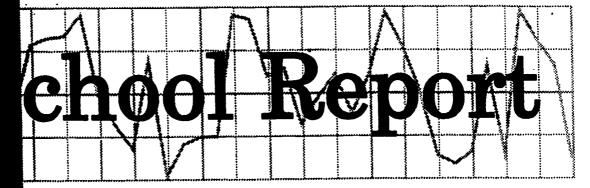
Grades K - 5

		Prc	Promoted	Admin. Placed	aced	Ret	Retained	Total
Grade	•	z	Percent	z	Percent	Z	Percent	z
×	School	72	87			=	£1	e9
	System	5.184	92			294	ss.	5,478
9	School	52	<b>6</b>	*	9	<b>a</b>	13	63
	System	4.879	<b>0</b>	202	▼ .	408	7	5,489
05	Schoo 1	79	985	8		С	₹	75
	System	4.527	16	257	ĸ	185	4	4,969
8	School	65	<b>8</b> 6	-				99
	System	4.598	85	260	ZS	113	8	4,971
\$	School	70	100					70
	System	4.608	94	227	ro.	83	2	4,917
o So	School	7.1	66			•	-	72
	System	4.588	96	191	4	20		4,799
	School	393	92	13	m	23	ហ	429
	System	System 28,384	66	1, 137	•	1.102	•	30,623

7. CO



### ATLANTA PUBLIC SCHOOLS



1992-93

### DUNBAR ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### DUNBAR ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment has decreased by 7.7 percent over a 3-year period compared to a decrease of 5.3 percent for the system.
	<ul> <li>The pupil mobility index was .44 compared to .38 for the system.</li> </ul>
	• Over half (56 percent) of the kindergarten pupils had pre-school experiences.
	<ul> <li>The percentages for pupil attendance have been higher than those for the system for the past three years, and this fact was reported last year.</li> </ul>
	<ul> <li>There was a decrease in the percentage for certified staff attendance and it was slightly lower than that for the system in FY '93.</li> </ul>
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and key indicators showed percentages from 91 to 98 that received "yes" ratings; therefore, no capabilities or indicators suggested a need for attention, and the kindergarten students should be prepared for a developmentally appropriate first grade.
B. What was the ending performance of kindergarten students in writing?	o Systemwide the majority of the kindergarten students were in Stages 6 or 7 by the end of the year. At the school 66.4 percent of the students were in Stages 6 and 7 and 2.2 percent were in the higher Stage 8.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 22 percent fewer students in the Lower Adequate/Needs Improvement Categories and 18 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 4 percentage points.
Z C Z	• For nonfiction matched scores there were 19 percent fewer students in the Needs Improvement Category and 27 percent more students in the Excellent/Upper Adequate Categories.
	802

Findings		• Taking into account the standard arrow (S F) the thing	or exceeded the state goal in the area of Mathematics (1992 and 1993), and Language Arts/Reading and Social Studies (1993). The scores also met or exceeded the state goal on the Literal Comprehension and Reference and Study strands, in Reading, all six strands in Mathematics (1992 and 1993); the Life Science strand in Science (1993); the Skills strand in Social Studies (1992 and 1993); and the Citizenship strand in Social Studies (1993). The school's scores did not indicate quality performance in any content area or strand.		• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading (1992 and 1993) and in Mathematics and Health (1993). Also, the scores met or exceeded the state goal on all three Reading strands (1992 and 1993); the Probability and Statistics strand in Mathematics (1992); all six Mathematics strands (1993); the Substance Abuse strand in Health (1992 and 1993); and the Safety/Personnel Health/Mental Health and Nutrition strands in Health (1993). Your school's scores did not indicate quality performance in any content areas; however, the scores did indicate quality performance for the Literal Comprehension strand in Reading and the Probability and Statistics strand in Mathematics (1993).			• From FY'92 to FY'93, the school showed an increase of 12 for reading and an increase for 14 for mathematics in the percentage of students at or above national norm.	
1 1	III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5  In which content areas and strands did students achieve the state goal and/or	quality performance in both 1992 and 1993?  A. Grade 3		B. Grade 5		'. lowa Tests of Basic Skills (ITBS)	Were there changes in reading/mathematics achievement with respect to the following:	A. Regular-program students?	789
	<u></u>			_					

~ <u></u>	Critical Questions	Findings
2	. lowa Tests of Basic Skills (ITBS) contd.	
	B. Students who attended the school for seven or more attendance periods?	In comparison to all students tested, those who were enrolled at least seven or more attendance periods had a slightly higher percentage at or above national norm in reading and the same percentage at or above national norm in mathematics.
<u> </u>	C. The percentage of students scoring within each quadrant?	• There was a decrease FY'92 to FY'93 in the percentages of students in the two lower quadrants, a slight decrease in the third quadrant, and an increase in the highest quadrant. In mathematics, there were decreases in the two lower quadrants and increases in the two higher quadrants.
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Schoolwide Program	<ul> <li>There were NCE gains for the Chapter I Schoolwide Project students in reading and mathematics at every grade level.</li> </ul>
	B; Remedial Education Program (REP)	<ul> <li>There were NCE gains for the REP students in reading and mathematics at every grade level.</li> </ul>
VI.	l. Progression Status	
	How did the school's progression status compare to that of the system?	<ul> <li>Ninety-nine percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system and no students were retained compared to 4 percent for the system.</li> </ul>

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R&E/PA:1f October, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



<sub>-4-</sub> 793

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.





OB/O6/93 DUMBAR ELEMENTARY SCHOOL

## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

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1 1 1 2 1 1 1 1 1 2 3 4 4 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1					DIFFERENCE	ENCE	
	1990-91	-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL ALL ELEMENTARY	48	483		446	-33	6.9	-2,940	-7.7
STAFF/SCHOOL FACTORS (END OF	TORS (END OF YEAR)				100HDS		ALL ELE	ALL ELEMENTARY
6 9 9 1 4 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8					NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTEM LESS THAN SEVEN ATTI	LS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	RIODS PERIODS			373	8 +	27498 3982	13
2. PUPIL TRANSFERS: NUMBER/PERCENT NUMBER/PERCENT MOBILITY INDEX	L TRANSFERS: NUMBER/PERCENT OF PUPILS NEW NUMBER/PERCENT OF PUPILS NEW MOBILITY INDEX	EW TO SCHOOL EW TO APS			1 2 8 4 4	9 <b>9</b>	9541 3873 38	30
3. PUPIL-TEACHER RATIO	R RATIO				22.3		22.2	
4. DUT-OF-SCHOOL SUSPENSION	IL . SUSPENSIONS				0	0	11	0
5. PUPILS IN PROJECTS:	IDJECTS:							
CHAPTER	CHAPTER I READING				446	\$	15734	20
CHAPTER I MATH	I MATH				446	<u>\$</u>	14903	47
REP READING	JING				65	<del>č</del>	4384	7
REP MATH	-				5.4	5	3768	12

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\*Full Text Provided by ERIC

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF,	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL ELE	ALL ELEMENTARY
		NUMBER	PERCENT	NUMBER	PERCENT
ā	PUPILS IN KINDERGARTEN AND FIRST GRADE:			1	
	K-GARTEN - APS PRE-SCHOOL	13	20	291	ស
	K-GARTEN - HEAD START	0	0	389	
	K-GARTEN - COMMUNITY PRE-SCHOOL	24	36	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	29	1	2391	45
	FIRST GRADE - APS K-GARTEN	11	16	4862	06
	FIRST GRADE - NON-APS K-GARTEN	8	ო	481	6
	FIRST GRADE - NO K-GARTEN	0	•	09	-
o. G	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		95.6 94.9 95.0		94.4 4.44 94.4
7. P	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		6.86 6.86 6.86		97.2 97.4 97.4

20%



# Georgia Kindergarten Assessment Program

			-i					
	iving	State	92	93	96	92	93	95,915
y	Percentage Receiving "Yes" Rating	System	66	93	97	94	94	5,325
Overall Capability	Percer "Y	School	96	95	86	86	26	85
Overall	Capabilities	•	1. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	V. Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving 1g
ney indicators	School	System	State
1. Communicative	:		
A. Processes Visual Information	83	93	76
B. Processes Auditory Information	92	<b>76</b>	76
C. Communicates Orally	86	16	<b>76</b>
D. Demonstrates Emergent Literacy	95	90	88
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	90	16
B. Makes Comparisons	92	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	91	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors. shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in

  - foilows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*

  - relates experiences
  - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print
    identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - 4 demonstrates understanding of the concepts of same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue
  - anxiety or fear
    plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

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		NUMBER	PERCENT
STAGE 2:	SCRIBBLE WRITER	ო	3.3
STAGE 3:	INVENTED WORD WRITER	ស	5.6
STAGE 4:	COPIER	6	21.1
STAGE 5:	NEW WORD WRITER	e	e. e
STAGE 6:	PHRASE/SENTENCE WRITER	28	31.1
STAGE 7:	SIMPLE STORY WRITER	30	33.3
STAGE 8:	INTERMEDIATE STORY WRITER	8	2.2
	TOTAL NUMBER	06	6.99

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE



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Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

- Pictographic Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Invented Word Writer Stage 3

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- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- **New Word Writer** Stage 5
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story
- Phrase/Sentence Writer Stage 6
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Simple Story Write Stage 7
- Child's story consists of short related sentences.
- Intermediate Story Writer Stage 8
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation
- Advanced Story Writer Stage 9
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

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PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

DUNBAR ELEMENTARY SCHOOL SCHOOL:

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	UPPER		16	53	13		23	<b>\$</b>	ស	7	• !	<del>.</del>	9	σ	7	ស		55	47	6
	ENT	*	22	8	-7		6	17	<b>∞</b>	46	2	<b>4</b> 5	7	σ	, ic	4 25		22		<b>.</b> თ
	EXCELLENT	z	17	12	សុ		ល	σ	4	23	7	2	7	ĸ	ď	23		Ç.	3 6	28
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			LEVEL	FVF	LEVEL		LEVEL	LEVEL	LEVEL	- Eve	LEVEL	LEVEL	LEVEL	- 6761	1 1 1 1	FVEL				
			PRETEST				PRETEST	POSTTEST	DIFFERENCE	1000	PKELESI	POSTTEST	DIFFERENCE	TOBLIGG	103111000	OTEREDENCE				

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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## Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

DUNBAR ELEMENTARY SCHOOL

	TOTAL		48	48		26	26		101	<u>\$</u>	
	MPROVEMENT	×	23	∞	<u>.</u>	23	0	-23	23	4	- 19
	IMPROV	z	=	4		<del>1</del> 3	0	-13	24	4	-20
ı	· ex	×	9	<del>1</del> 3	7	7	Ξ	ဗု	=	5	-
	LOWER	z	ო	9	က	œ	9	7	=======================================	5	<b>-</b>
ATE	 	×	53	21	89	21	13	<b>დ</b>	25	16	6-
ADEQUATE	MIDDLE	z	7	9	7	12	7	សុ	26	17	6-
	ER	×	53	46	17	25	38	7	27	42	15
	UPPER	z	7	22	œ	7	55	<b>∞</b>	28	7	<b>16</b>
	LENT	×	<del>1</del> 3	<del>1</del> 3	0	16	38	22	7	<b>5</b> 6	12
	EXCELLENT	z	9	œ	0	თ	21	<u>5</u>	15	27	12
			4	4	4	വ	ល	ഹ			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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SCHOOL:

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: DUNBAR ELEM

School Code: 5558

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

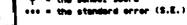
Content Area/	Score/	Light shad	ded area = 5	tate Goai, dark	shaded area *	<ul> <li>Quality Performance</li> </ul>	rmance
Strand	. S.E.	100	125	150	175	200	225
LẠNG ARTS:READING	159 ±3			•••	•		
Literal Comp	165 ±3			ı	***		
Infer & Crit Comp	157 ±4			****			
Reference & Study	170 ±2	1			**		
		M = 63			C.=168 Q.	.P.#1#6	
MATHEMATICS	172 ±3	l			***	•	
Numbers & Num Rel	175 ±3				***	•	
Operations & Comp	176 ±3				***		
Geometry	173 ±2	1			**		
Measurement	176 ±2				**	٠	
Prob & Stat	184 ±2				••	•	
PROBLEM SOLVING	171 ±3				***		
		M = 63			g.=167 <u>g</u>	.9. =192	
SCIENCE	142 ±2			**			
Life Science	161 ±2		-	•••	<del> ••</del>		,
Earth Science	152 ±2			***		• •	
Physical Science	143 ±1	}		**			
Process Skills	152 ±1			**			
Env/Sci/Tech/Soc	138 ±3	1		•••			
		N = 63			.C.=167 O	P.#152	
SOCIAL STUDIES	153 ±3			***			
Communities	156 ±2			**			
Citizenship	160 ±4			****			
American Heritage	155 ±2			**			
Skills	167 ±3			-	***		
<del>-</del>		N = 63			.G.=167 S	).P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

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### **School Content Area Summary**

System Name: ATLANTA CİTY

System Code: 761

School Name: DUNBAR ELEM

School Code: 5558

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ided area = S	late Goal	Dark shaded are	a = Quality Perforn	nance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	163 ±3		_		···		
Literal Comp	170 ±3	1					
Infer & Crit Comp	161 ±3				***		
Reference & Study	171 ±2				l sejes		
<del> </del>	]	N = 67			S.G.=165	Q.F. #19#	·
MATHEMATICS	173 ±3				***		
Numbers & Num Rel	179 ±2				, 		
Operations & Comp	176 ±2	İ			***		
Geometry	172 ±1				+ '		
Measurement	174 ±2	1			enjes		
Prob & Stat	188 ±1				•	+	
PROBLEM SOLVING	172 ±2				***	* ************************************	
	<u> </u>	M = 67			3.6.=167	Q.P. 1112	
SCIENCE *	149 ±2			**			
Life Science	168 ±1			-	+		
Earth Science	160 ±1				<b>+</b>		•
Physical Science	143 ±1			+	•		
Process Skills	153 ±1			•			
Env/Sci/Tech/Soc	147 ±3			***			
	<del></del>	M = 67		<u> </u>	S.G.=167	0.P.*192	
SOCIAL STUDIES	165 ±3	1			***	90000 or 111 30000 or 111	
Communities	163 ±2				**		
Citizenship	176 ±3						
American Heritage	160 ±2	1			•••		
Skills	171 ±3				-		
V		N = 67			3.6.=167	Q.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studias.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

+ = the school score

\*\*\* = the standard error (S.E.)

Hots: Content Area scores are scaled separately and are not simple everages of strand scores.

<sup>+ =</sup> the school score

### **School Content Area Summary**

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: DUNBAR ELEM

School Code: 5558

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
		100 125 150 175 200 225
LANG ARTS: READING	161 ±3	****
Literal Comp	180 ±4	· ·
Infer & Crit Comp	161 ±4	*****
Reference & Study	169 ±2	*****
_ <del>,</del>		N = 84 S.R. #162 B.F. #187
MATHEMATICS	158 ±2	*****
Numbers & Num Rel	164 ±2	••••
Operations & Comp	159 ±2	****
Geometry	163 ±1	***
Measurement	155 ±3	****
Prob & Stat	183 ±3	1 mates
PROBLEM SOLVING	163 ±3	
		H = A3 S.G. =167 A.P. =192
SCIENCE	150 ±2	*****
Life Science	156 ±1	1
Earth Science	156 ±1	I
Physical Science	159 ±1	T
Process Skills	156 ±3	T ····································
Env/Sci/Tech/Soc	146 ±0	
	1 - 40 - 20	N = 87 S.G.=168 G.P.=193
SOCIAL STUDIES	151 ±2	***
Geog Regions	156 ±2	·
Canada Hist/Geog	No resert	Strand contains fower than ten items.
U.S. pre-1791	161 ±1	To the state of th
U.S. 1791-1875	153 ±0	<b>+</b>
U.S. 1875-1932	160 ±1	
U.S. 1932-present	160 ±1	+
Skills		+
2K111#	144 ±3	ecolors
HEALTH	167 ±2	<u> </u>
•	He resert	Strend centains fewer than ten items.
Safety	1	
Nutrition	167 ±1	**
Personal Health	He report	Strand contains fower than ten items.
Substance Abuse	177 ±2	+
Growth, Dev & Fem	164 ±1	+
Mental Health	He report	Strand contains fower than ten items.
	1	N = 87 S.C.=176 Q.F.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed stata goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality parformance in any contant area.

- the school score

### **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Neme: DUNBAR ELEM

School Code: 5558

**GRADE 5** 

Bete Printed: 18AUG93

Content Area/	Score/	Light shaded area = State Goal Dark shaded area = Quality Performance
Strand	S.E.	100 125 150 175 200 22
LANG ARTS:READING	174 ±4	00000000
Literal Comp	199 ±5	as residences
Infer & Crit Comp	162 ±6	00400-00000
Reference & Study	178 ±2	
		N = 58 S.G.=162 Q.P.=187
MATHEMATICS	165 ±2	40 40
Numbers & Num Rel	170 ±2	1 ************************************
Operations & Comp	167 ±2	0.000
Geometry	167 ±1	4
Meesurement	164 ±3	****
Prob & Stat	189 ±3	**************************************
PROBLEM SOLVING	173 ±3	*******
		N = 57 S.G. ×167 Q.P. ×192
SCIENCE	155 ±2	00/00
Life Science	159 ±1	**
Earth Science	157 ±1	+•
Physical Science	164 ±1	+
Process Skills	162 ±2	******
Env/Sci/Tech/Soc	151 ±1	
		N = 58 S.G.=168 Q.P.×193
SOCIAL STUDIES	159 ±2	00/00
Geog Regions	163 ±1	<b>'+</b>
Canade Hist/Geog	135 ±0	Ţ
U.S. pre-1791	164 ±1	+
U.S. 1791-1875	156 ±1	+
U.S. 1875-1932	162 ±1	+
U.S. 1932-present	163 ±1	940
Skills	156 ±3	****
		N = 58 S.G.=178 Q.F.=195
HEALTH	172 ±2	10 100
Sfty/Prs/Mnt1 H1th	178 ±2	440
Nutrition	169 ±1	+
Substance Abuse	183 ±1	, to
Growth, Dev & Fem	166 ±1	***
		M = 56 S.C.=170 Q.P.=19\$

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Languege Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in eny content area.

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... - the standard error (S.E.)

 $\mathsf{FRIC}$  Note: Content Area secres are skaled separately and are not simple averages of strand secres.

<sup>† .</sup> the school seers

SENENTARY SCHOOL

Iowa Tests Of Basic Skills (Regular Program Students Tested)

### Reading

Percent At/Above National Norm(NP*50)	1990 1991 1992 1993	Andrews Annual A	9		47 34 38 75	26	46 30 60 58	53 44 61 73	60 54 54 51
Number Tested	1993	İ	7.1	72	99	56	09	324	23.856
								School Total	F1em 1=5 Schools

### Mathematics

	*Diff						7	e. -	
Percent At/Above National Norm(NP=50)	1991 1992 1993 +Diff	65	66	92	83	75	7.7	56	
At/Abov al Norm(	1992	61	16	53	7.1	9	63	23	
9ercent Nation	1991	69	95	52	8	28	09	9	
	1	02	85	61	51	48	64		
Number Tested	1993	72	74	99	56	09	328	23,687	
	Grade	10	02	03	40	05	School Total	Elem. 1-5 Schools	

+ Difference = 1993 - 1992

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SCHOOL: 41259 DUNBAR ELEMENTARY SCHOOL

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IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

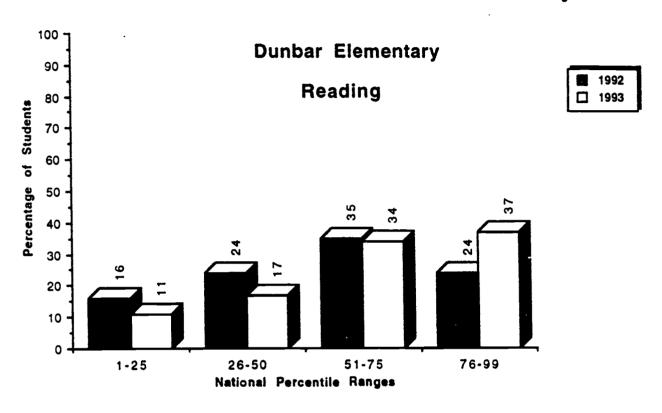
READING

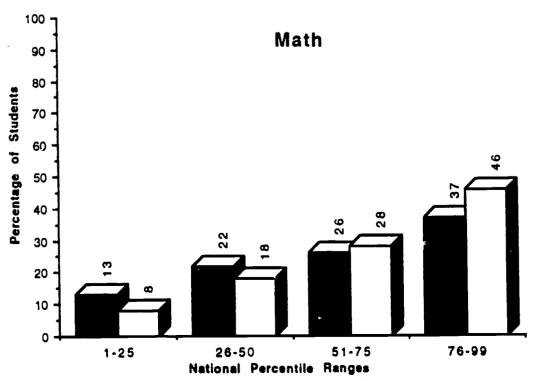
MATHEMATICS

GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTEO	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
ξ	67	53	79	67	42	63
	9	36	61	65	61	94
	, K	3	-	26	37	99
3 2	<b>4</b>	46	96	48	<b>4</b> 3	06
00	22	32	58	52	42	16
SCHOOL TOTAL	288	214	7.4	291	225	77
ELEMENTARY K-5 SCHOO	SCHOOLS 21,280	11,200	53	21,123	12,103	57

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### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







820

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DUNBAR ELEMENTARY SCHOOL

Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years\*

School

Mathematics				22 40 63 23			Mathematics	1992 1993	476 39 46 7	36 47	38 38	34 35	35 37	35 38	34 39	34 42
	Gain	80	7	38	91	System		Gain	ကြ	•	-	S)	•	9	9	G
ding	1992 1993	45	23	1.1	48		ading	1993	38	66	32	38	38	42	<b>Q</b>	45
Res	1992	18 37	22 39		17 32		ã	2	589 35	574 35	783 34		738 34	827 36	764 34	98 36
	Grade	O2 SWP	O3 SWP	O4 SWP	OS SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	OS Non SWP	OS SWP

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Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

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Schoo1

	Gain	26	24	24	ō				Gain	4	٠ ب
ıt 1cs	1993	99	64	63	47			atics	1993	43	9 4
Mathematics	1992 1993	9	0	33	37			Mathem	1992	39 43	37
	z	50	61	17	15				z	681	707
							System				
	Gatn	=	13	38	91				Gain		8
<u> </u>	1993	47	54	72	<b>4</b>	•		gut	1993	36 36	32
Reading	1992 1993	36	‡	34	33			Read	1992	36	33
	z	17	5	50	=				z	857	983
	Grade	05	03	<b>*</b>	02				Grade	05	03

\* Scores for students in the Program for Exceptional Children are excluded

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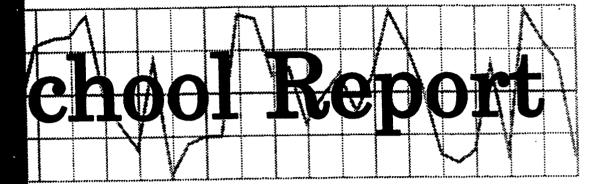
. 1992-93 Progression Status Report

Grades K - 5

e l		91	8	77	ō,	79	69	89	-	59	17	09	66	434	23
Total	Z	o	5,478		5,489		4,969	<b>u</b>	4,971	.,	4,917	J	4,799	<b>\</b>	30,623
Retained	Percent		S		7		4	i I	7		7				4
8	z		294		408		185		113		83		20		1,102
aced	Percent				4	ស	S		ហ	а	വ	а	4	-	•
Admin. Placed	z				202	4	257		260	-	227	<b>-</b>	191	9	1,137
Promoted	Percent	100	36	100	88	96	91	100	92	86	94	86	96	66	83
•	z	<b>6</b>	5,184	7.7	4.879	75	4,527	89	4,598	58	4,608	69	4,588	428	System 28,384
		School	System	Schoo1	System	School	System	School	System	School	System	School	System	School	System
	Grade	¥		10		05		03		40		90			

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### ATLANTA PUBLIC SCHOOLS



1992-93

### EAST LAKE ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## EAST LAKE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Student enrollment declined by 20 percent over the three-year period from 1990-91 to 1992-93.
	• The mobility index (.42) at East Lake was higher than that of the system (.38). However, 91 percent of the students were enrolled at East Lake at least seven attendance periods.
	• Thirteen percent of the kindergarten students attended the Atlanta Public Schools preschool program based at the school. However, 58 percent of the kindergarten students entered school with no preschool experience.
	<ul> <li>All first grade students had previous kindergarten experience.</li> </ul>
	• There was a slight increase (.5 percent) in student attendance and a larger increase (1.9 percent) in staff attendance. Both student and staff attendance were above the system average.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	<ul> <li>Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP.</li> </ul>
B. What was the ending performance of kindergarten students in writing?	<ul> <li>By the end of the school year, over 80 percent of the kindergarten students were Phrase/Sentence Writers or Simple Story Writers.</li> </ul>
873	603

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Critical Questions	Findings
II. Performance-Based Assessment (contd.)	
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores, there were 25 percent fewer students in the Needs Improvement and Lower Adequate categories and 29 percent more students in the Upper Adequate and Excellent categories.
	• For nonfiction matched scores, the biggest increase for fourth graders was in the Middle Adequate category. By the end of the year, there were fewer students in the Upper Adequate category and more students in the Needs Improvement category. In the fifth grade, after a year of instruction, fewer students were in the Needs Improvement and Lower Adequate categories and more students were in the Excellent and Upper Adequate categories.
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error, scores for third grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics. The state goal was met or exceeded in the areas of Science and Social Studies in 1992 but not in 1993. For both years, the state goal was met or exceeded in all strands in the areas of Language Arts and Mathematics, in the Life Science Strand in the area of Science, and in the Citizenship and Skills strands in the area of Social Studies. Quality performance was not indicated in any of the content areas or strands either year.

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	Critical Questions	Findings
E	Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (contd.)	
	B. Grade 5	• At the fifth grade, taking into account the standard error, student scores met or exceeded the state goal in both 1992 and 1993 in the area of Language Arts. In 1993, the state goal also was met in the area of Health. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts), Probability and Statistics and Problem Solving (Mathematics) and Substance Abuse (Health). Additional strands for which the state goal was met or exceeded in 1993 only included Numbers and Number Relations and Geometry (Mathematics) and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literal Comprehension strand (Language Arts) in both 1992 and 1993.
IŠ.	Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	above the national norm in reading and a 3-point increase in mathematics. At all grade levels, over 50 percent of the students had scores at or above the national norm in both reading and mathematics.
	B. Students who attended the school for seven or more attendance periods?	<ul> <li>The achievement level of students enrolled for seven or more attendance periods was similar to that of the entire student body tested in both reading and mathematics.</li> </ul>
	C. The percentage of students scoring within each quadrant?	• In reading, the percentage of students with scores at or above the national norm decreased in the lowest quadrant (1st - 25th percentile range) and the third quadrant (51st - 75th percentile range.) The percentage of students scoring within the highest quadrant remained stable in reading. In mathematics, there was an increase in the percentage of students with scores in the highest quadrant.
	663	

	Critical Questions	Findings
	V. Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Traditional Program	• The NCE gains made by Chapter I students at East Lake in reading were higher at all grade levels than the gains made by similar students systemwide. However, in mathematics, NCE gains were made in grade 5 only.
	B. Remedial Education Program (REP)	• No students were reported as being served through REP in grade 4 in reading. NCE gains made at the remaining grade levels were greater than those of similar REP students systemwide. In mathematics, NCE gains were made in grades 4 and 5 only.
	VI. Progression Status	
-4-	How did the school's progression status compare to that of the system?	<ul> <li>Ninety-three percent of the students at East Lake were promoted to the next grade at the end of the 1992-93 school year. First grade had the largest percentage of retained students.</li> </ul>

R&E/CV:lf October 28, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Frogram (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



GENERAL DESCRIPTIVE CHARACTERISTICS

08/06/93 EAST LAKE ELEMENTARY SCHOOL A. GRADES (K-5) PRE-K (APS PRE-SCHOOL) B. ACTIVE EMBOLLMENT (END OF YEAR)

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0 4 2 1 2 3 3 3 5 3 6 5 8 5 8 8 8 1					DIFFERENCE	ENCE	1
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHDOL ALL ELEMENTARY	34,420	33,791	31,480	-2,311	. 6. 8. 8.	-78 -2,940	- 19.9 - 5.3
STAFF/SCHOOL FACTORS (END OF	F YEAR)			SC	SCHOOL	ALL ELE	ш
\$ 6 1 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL:	DANCE PERTONS			285	10	27498	87
LESS THAN SEVEN ATT	ENDANCE PERIOR	S		59	o	3982	13
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS	3	TO SCHOOL		(G) 1	27	9541	90
NUMBER/PERCENT OF P	3 W Z	PS.		.45	2	. 38	<u>*</u>
3. PUPIL-TEACHER RATIO				20.9		22.2	
4. DUT-OF-SCHOOL SUSPENSIONS	SNO			•	0	Ξ	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING				20	16	15734	20
CHAPTER I MATH				34	-	14903	4.7
REP READING				<b>58</b>	•	4384	<b>=</b>
REP MATH				24	<b>cc</b>	3768	12
BILINGUAL				-	0	748	8

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## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

		100	נ	ALL ELEMENIAKT
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	7	13	291	ល
K-GARTEN - HEAD START	ဗ	ن	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	12	23	2257	45
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	31	58	2391	45
FIRST GRADE - APS K-GARTEN	20	83	4862	06
FIRST GRADE - NON-APS K-GARTEN	=	81	481	σ
FIRST GRADE - NO K-GARTEN	•	0	09	-
PERCENT PUPIL ATTENDANCE:				
1990-91		95.3		96.
1991-92 1992-93		90. 90. 80.		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92		95.8 95.8		97.2 97.4 97.4

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty.		
Capabilities	Percer	Percentage Receiving "Yes" Rating	siving 8	<b>5</b>
•	School	System	State	
				1. Com
I. Communicative	98	93	92	A. P
	90	60	60	В. Р
II. Logical-Mathematical	90	90	20	S)
III. Physical	98	97	96	D. D
IV Described	76	76	66	II. Logic
- 1	5			A. S.
V. Social	96	94	93	B. M
				C.
Total Number Reported	52	5,325	95,915	D. E

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
1. Communicative			
A. Processes Visual Information	86	93	<b>76</b>
B. Processes Auditory Information	96	62	76
C. Communicates Orally	96	91	76
D. Demonstrates Emergent Literacy	86	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	76	06	16
B. Makes Comparisons	85	16	91
C. Knows Numbers 1 to 10	96	`E6	93
D. Extends Patterns	06 ·	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104





### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts recognizes similarities/differences in colors,
  - shapes, letters\*, and words interprets pictures
- B. Process Auditory Information
   recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
- uses languages for social interaction
  - \* retells stories\*
  - relates experiences uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture

  - sequences pictures to tell a story
     makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
- plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities

  - B. Carries Out Assigned Tasks

    carries out tasks to completion that are assigned by the teacher
- Shille Assessed with Structured Assessment Activities.



1 4	<b>ا</b>	ATLANTA		PUBLIC	_	ပ -	SCHOOLS	<del>-</del>	ı	0	_	s
	Ş	TAGE	<u>0</u>	STAGE OF WRITING DEVELOPMENT+	S S	<b>JEVEL</b> (	<u> </u>	N W	*			
		2	9F	END OF KINDERGARTEN - 1993	GAF	STEN	-	66	က			
FAST	AKE	EL EME	Z	FAST LAKE ELEMENTARY SCHOOL	Ö						4	42273

R PERCENT	3.8	3.8	9.6	7 13.5	36 69.2	52 99.9
NUMBER	STAGE 3: INVENTED WORD WRITER	STAGE 4: COPIER	STAGE 5: NEW WORD WRITER	STAGE 6: PHRASE/SENTENCE WRITER	STAGE 7: SIMPLE STORY WRITER 3	TOTAL NUMBER

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7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

- Pictographic Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message

Stage 3

Invented Word Writer Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to \(\frac{1}{2}\) edit and make changes

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

EAST LAKE ELEMENTARY SCHOOL

SCHOOL:

35 17 27 10 - 80 6 LOWER Z + C 6 **ē** ○ **ē** 4 to -Q 4 D \* 31 50 19 9 9 9 33 2== **ADEQUATE** MIDDLE ± 6 ÷ N = 40 17 15 -2 \* 5 5 5 33 56 23 27 19 -8 15 37 22 UPPER N 2 2 12 202 401 **8** 2 2 ×044 440 56 5 2 5 8 8 EXCELLENT z 0 n n 990 ၀၀္တစ္က ഥയന 000 244 LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE

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- - 9

4 8 8 8

9-15

NEDS IMPROVEMENT N % 10 21 3 6

TOTAL

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**5** € −

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54

42 22

5-2

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96 190

<u>e</u> e <u>t</u>

36 12 24 24

25 13 12

24 48 44 44

7 7 58

54 46 -8

33

227

24 18

± 9 4 5 35

-13-

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\* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93 (C) (U)

い い い WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION ADEDIATE EAST LAKE ELEMENTARY SCHOOL LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL

PRETEST POSTTEST DIFFERENCE

PRETEST POSTTEST DIFFERENCE

**5**8

PAGE

K     N     K     N     K     N     K       12     21     41     8     16     11     22     5     10       12     6     12     22     43     9     18     8     16       10     -15     -29     14     27     -2     -4     3     6       55     16     30     4     8     4     8     0     0       55     11     21     -6     -11     -12     -22     -22     -42       55     11     21     -6     -11     -12     -22     -22     -42       6     26     25     13     13     8     8       24     22     25     13     13     8     8       28     -4     8     8     -14     -13     -19     -18	EXCELLENT		UPPER	1 1 1 1 1	MIDDLE		LOWER	: W	NEEDS IMPROVEMENT	DS	TOTAL
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5 9 10 19 16 30 22 42 16 30 22 42 16 30 30 4 8 4 8 0 0 0 0 0 11 21 -6 -11 -12 -22 -22 -42 26 27 26 27 26 27 26 27 26 -44 19 -18 8 8 -14 -13 -19 -18			17	- ·	D (	9 9	= '	77	n (	2 :	
5     9     10     19     16     30     22     42       16     30     4     8     4     8     0     0       11     21     -6     -11     -12     -22     -22     -42       26     25     18     17     27     26     27     26       22     21     26     25     13     13     8     8       -4     -4     8     8     -14     -13     -19     -18			9	12	22	<b>*</b>	ກ	8-	<b>3</b> 0	9	2
5     9     10     19     16     30     22     42       16     30     4     8     4     8     0     0       11     21     -6     -11     -12     -22     -22     -42       26     25     18     17     27     26     27     26       22     21     26     25     13     13     8     8       -4     -4     8     8     -14     -13     -19     -18	1		- 15	-29	4.	27	-5	7	е	o	
16     30     4     8     4     8     0     0       11     21     -6     -11     -12     -22     -42       26     25     18     17     27     26     27     26       22     21     26     25     13     13     8     8       -4     -4     8     8     -14     -13     -19     -18		0	ເດ	o	5	19	16	30	22	42	53
11     21     -6     -11     -12     -22     -42       26     25     18     17     27     26     27     26       22     21     26     25     13     13     8     8       -4     -4     8     8     -14     -13     -19     -18		55	16	တ္တ	4	<b>co</b>	4	æ	0	0	53
26 25 18 17 27 26 27 26 22 21 26 25 13 13 8 8 -4 -4 8 8 -14 -13 -19 -18	i	55	=	21	9	-1-	-12	-22	-22	-45	
22 21 26 25 13 13 8 8 8 -4 -4 8 8 -14 -13 -19 -18		9	26	25	8	17	27	56	27	56	101
-4 8 8 -14 -13 -19	- •	34	22	21	<b>5</b> 6	22	<del>1</del> 3	<del>.</del>	Φ	<b>&amp;</b>	† •
		28	7	7	<b>œ</b>	<b>∞</b>	<del>-</del> 1-	-13	- 19	18	

**5**524

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

c53

-15-

SCHOOL:

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

. System Code: 761

School Name: EAST LAKE ELEM

School Code: 2059

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	led area = S	tate Goal, dark	shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	176 ±3				***		
Literal Comp	185 ±2					••	
Infer & Crit Comp	173 ±3	i			***	•	
Reference & Study	175 ±2	į			** **		
		N = 61			G. 216B O	P.=146	
MATHEMATICS	175 ±2	1			** **		
Numbers & Num Rel	176 ±2				**		
Operations & Comp	179 ±2					ه به نشخیر	
Geometry	177 ±2	[			***		
Measurement	178 ±2				**		
Prob & Stat	187 ±1	Ļ			•	<b>┿</b> .a.	
PROBLEM SOLVING	175 ±3				weepeen		
		N = 61		s.	B.=167 B	.P.#192	
SCIENCE	165 ±2	ŀ			**		
Life Science	175 ±2				**		
Earth Science	164 ±2						
Physical Science	148 ±1			+			
Process Skills	164 ±1				+		
Env/Sci/Tech/Soc	155 ±3			***			
		H = 61			9.=1679	P.#192	<del>.</del>
SOCIAL STUDIES	171 ±3				***		
Communities	169 ±2	1			**	\$ A	
Citizenship	179 ±4						
American Heritage	165 ±2	1			**		
Skills	176 ±2				**		
		N = 61			6.=167 6	.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

855

+ = the school score



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: EAST LAKE ELEM

School Code: 2059

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/ S.E.	Light sha	ded area = S	tate Goal Dai	k shaded area	= Quality Perfor	mance
Strand	3.E.	100	125	150	175	200	225
LANG ARTS: READING	171 ±3				444	a e e i i i i e i a e	
Literal Comp	180 ±3				400	n de en Market en de en de en de en de en de en de en de en de en de en de en de en de en de en de en de en de An de en de en de en de en de en de en de en de en de en de en de en de en de en de en de en de en de en de en	
Infer & Crit Comp	167 ±4				*****		
Reference & Study	173 ±2				· · ·		
		N = 41		s	.G.=165	Q.F.=19£	·
MATHEMATICS	167 ±2				**		
Numbers & Kum Rel	169 ±2				****		
Operations & Comp	176 ±3				· · · · · · · · · · · · · · · · · · ·		
Geometry	169 ±2				*		
Measurement	176 ±2				, 		·
Prob & Stat	185 ±1	}			•	•	
PROBLEM SOLVING	170 ±3				eastere	* 2000000000000000000000000000000000000	
		N = 48		<b>S</b>	.8.=167	0.P.1192	<u>:</u>
SCIENCE *	147 ±2			***			
Life Science	165 ±2			•	**		we i
Earth Schence	158 ±2			•••	• '		i .:. <i>i</i>
Physical Science	141 ±1			+			
Process Skills	153 ±2	ļ		••			··.·
Env/Sci/Tech/Soc	151 ±4			****			
	ļ	H = 41		<u></u>	.0.=167	0.P. =192	
SOCIAL STUDIES	158 ±3	1		***	100	200 (200 A) A (200 A) A (200 A) A (200 A) A (200 A) A (200 A) A (200 A) A (200 A) A (200 A) A (200 A) A (200 A)	otali j
Communities	158 ±2		•	•	•	200 000 000 000 000 000 000 000 000 000	
Citizenship	173 ±4			•	****		•
American Heritage	158 ±2			•••	•	990 (C. MV.) - 901 - 101 - 111 - 1	
Skill <b>s</b>	166 ±3			•	***		·
		N = 41			.G.=167	0.P.±152	•

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

+ - the school score

••• • the standard error (S.E.)

Note: Content Area secres are sealed separately and are not simple everages of strand secres.



### **School Content Area Summary**

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: EAST LAKE ELEM

School Code: 2059

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS: READING	164 ±4	100 125 150 175 200 225
Literal Comp	183 ±4	
Infer & Crit Comp	163 ±5	***********
Reference & Study	174 ±2	
		N = 68 S.R. 9167 9.P. #187
MATHEMATICS	155 ±2	***
Numbers & Num Rel	164 ±2	· ·
Operations & Comp	156 ±2	****
Geometry	163 ±1	
Measurement	158 ±3	T
Prob & Stat	182 ±3	
PROBLEM SOLVING	164 ±3	
		M = 67 S.G. 9167 B. P. 2182
SCIENCE	145 ±2	**
Life Science	153 ±1	T
Earth Science	155 ±1	T also
Physical Science	160 ±1	T
Process Skills	149 ±3	••• •••
Env/Sci/Tech/Sec	145 ±0	•
		N = 68 S.S. #168 A.P. #185
SOCIAL STUDIES	150 ±1	+
Geog Regions	155 ±2	***
Canada Hist/Geog	He resert	Strand centains fewer than ten items.
U.S. pre-1791	160 ±1	**
U.S. 1791-1875	152 ±0	, T
U.S. 1875-1932	158 ±1	` .
U.S. 1932-present	161 ±1	# #
Skills	147 ±3	•••
	<u> </u>	M = 68 S.S. =178 S.P. =198
HEALTH	167 ±2	****
Safety	He report	Strand centains fewer than ten items.
Nutrition	168 ±1	**
Personal Health	He report	Strend centains fewer than ten items.
Substance Abuse	179 ±2	
Growth, Dev & Fam	166 ±1	
Mental Health	He report	Strand centains fewer than ten items.
		N = 68 S.C.=176 Q.P.=178

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.





<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (\$.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: EAST LAKE ELEM

School Code: 2059

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = State	Goal Dark si	naded an	a = Quality Perform	nance
Strand	S.E.	100	125	1.50	175	200	225
LANG ARTS: READING	169 ±4		_	***	****		
Literal Comp	196 ±4				1	assofores:	
Infer & Crit Comp	155 ±6	ļ		*********			
Reference & Study	176 ±2			'	***		
		N = 55		\$.6.	•	Q.P.×147	
MATHEMATICS	161 ±2			***		344,7-24,7	
Numbers & Num Rel	169 ±2			•	•••	A.	
Operations & Comp	162 ±2			***	'		
Geometry	166 ±1			' +		A 1	
Measurement	163 ±3			-1 ****			
Prob & Stat	187 ±3					******	
PROBLEM SOLVING	169 ±3			•		-4	
		N = 55			•	0.P.×192	
SCIENCE	154 ±2			**			
Life Science	158 ±1			ˈ <b>+</b>			
Earth Science	157 ±1			**			
Physical Science	164 ±1			' <b>+</b> +		3880 1.1 V.	
Process Skills	160 ±2			***			
Env/Sci/Tech/Soc	153 ±1			+		V. C.	
<del></del>	<u></u>	N = 55		\$.8.	168	0.P.×193	
SOCIAL STUDIES	153 ±2			**			
Geog Regions	160 ±2	1		, •• <del>•</del> ••			
Canada Hist/Geog	134 ±0		ŧ	•		MATERIAL State with the	
U.S. pre-1791	161 ±1		•	• +			
U.S. 1791-1875	153 ±1			+ '			
U.S. 1875-1932	161 ±1	1		' <del>+</del>		**	
U.S. 1932-present	159 ±1			+-			
Skill <b>s</b>	159 ±3			***			
		N = 55		\$.6.	=17♦	0.P.=198	
HEALTH	171 ±2				**	OSP 1	
Sfty/Prs/Mntl Hlth	176 ±2	1			t e <del>olos</del>		
Nutrition	167 ±1				+ '		
Substance Abuse	182 ±1				١,	♣ water	
Growth, Dev & Fam	167 ±1			•	+	* 98 S	
	<u> </u>	N = 55		_ s.e.:		Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

853

- the school score

\*\*\* = the standard error (S.E.)

Mete: Content Area secres are scaled separately and are not simple averages of strand secree.



EAST LAKE ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills (Regular Program Students Tested) Reading

Percent At/Above National Norm(NP=50)	*D1ff						80	e F
oove rm(NP=50	1993	29	69	61	61	91	89	12
ent At/Ak onal Nor	1992	99	7.1	66	84	64	9/	54
Perce	1991	57	53	72	54	58	23	54
	1990	7.1	54	68	79	91	92	09
Number Tested	1993	 57	54	‡	60	56	267	23,856
	Grade	01	03	03	90	90	School Total	Elem. 1-5 Schools

(0)
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Percent At/Above National Norm(NP*50)	1990 1991 1992 1993 +D1ff	94 74 82 89	71 72 95 81	62 99	63 59	75 58	ო	67 60 59 56 -3
Number Tested	1993		40	41	5.5	99	267	23,687
	Grade	10	03	03	<b>7</b> 0	05	School Total	Elem. 1-5 Schools

+ Difference = 1993 - 1992

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

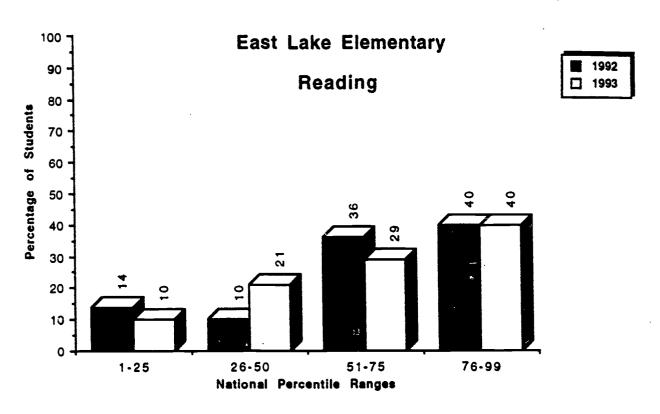
MATHEMATICS

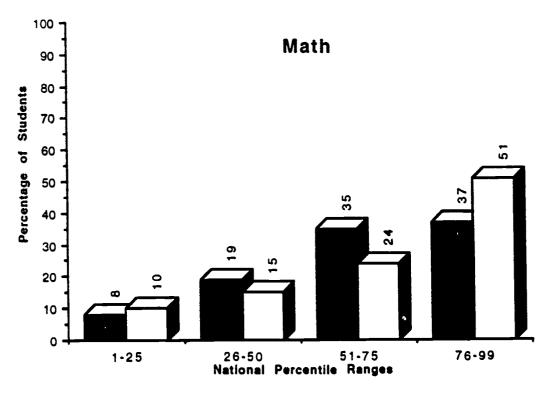
READING

3	GRAOE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
	5	67	32	7.1	49	45	92
	5 8	נ נ	8	9	20	7	82
	3 6	3 8	23	65	33	23	29
	3 3	יו ער	33	9	55	27	<b>4</b>
	S		48	96	51	49	96
SCHOOL TOTAL	TAL	244	169	69	244	185	16
ELEMENTARY K-5	5 SCHOOLS 21,280	21,280	11,200	53	21,123	12,103	21

BEST COPY AVAILABLE

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation A. Pruett/September 1993

EAST LAKE ELEMENTARY SCHOOL

Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years≎

School

Mathematics	1992 1993	3 42 41 -1	38 32	39 38	42 58			1992 1993	476 39 46 7	36 47	39 38	34 35	35 37	35 38	34 39	34 42
	ta T	7	=	80	=	System		C.E	က	•	-	ນ	4	9	9	6
gu	1993 Ga	32 39 7	43	43	48		Ing			35 39						
Reading	1992			35	37		Reading	1992								
	Z	19 t	9	IP 2	1P 11			z	4P 589	574		791		827		889
	Grade	02 Non SWP	03 Non SW	04 Non SWP	05 Non St			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	O5 Non SWP	OS SWP

<sup>+</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NON-School Wide Project School(s)

10/06/93 EAST LAKE ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	7	9-	-	18				Gain	4	ဗု	81	9
atics	1992 1993	4	32	9	09			atics	1993	43	8 4	37	0
Mathematics	1992	42	38	33	42			Mathem	1992	39 43	37	32	<b>8</b>
		ო							z	681	707	954	866
							System						
	Gain	7	Ξ		61				Gain		æ	4	7
<b>0</b>	1993	39	₹3		57			ing	1993	36 36	35	33	42
Reading	1992 1993	32	32		38			Read	1992	36	33	32	35
	z	£	ø		თ				z	857	983	1062	1055
	Grade	03	03	\$	02				Grade	03	03	9	02

+ Scores for students in the Program for Exceptional Children are excluded

537

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8/04/93 EAST LAKE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

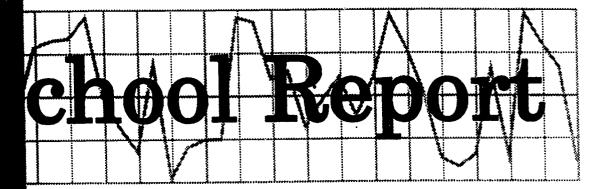
Grade K School System O1 School System O2 School								
· 1 1		z	Percent	z	Percent .	z	Percent	Z
1 1		51	96			7	4	53
1 1		5,184	95			294	ស	5,478
1	100	45	82	-	2	6	16	55
1	System	4.879	68	202	•	408	7	5,489
	School	48	16	ស	6			53
ıyc	System	4.527	91	257	ຊ	185	•	4,969
03 Sch	School	37	93	е	80			9
Syt	System	4.598	92	260	ស	113	2	4.971
04 Sch	School	58	<b>6</b>					28
Syí	System	4.608	46	227	ទ	83	7	4,917
05 Sct	School	54	86	-	8			52
Š	System	4.588	96	191	•	20		4,799
Sci	School	293	83	10	е	=	•	314
Sy	s t em	System 28,384	83	1, 137	•	1, 102	•	30,623

803

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### ATLANTA PUBLIC SCHOOLS



1992-93

## FAIN ELEMENTARY SCHOOL

Research & Evaluation *Final Copy* 



## FAIN ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>As the system moved toward a uniform K - 5 grade organization for elementary schools, Fain, along with a number of other K - 7 elementary schools, operated as a K - 5 school in 1992 - 93.</li> </ul>
	<ul> <li>The classroom space vacated by the former sixth and seventh graders was readily occupied by an influx of new K - 5 students. The 1992-93 enrollment of 538 K - 5 students exceeded the K - 7 enrollment for the previous two years.</li> </ul>
	• The staff-school factors as a K - 5 school were characterized as follows:
	<ul> <li>Stable student enrollment of 81 percent</li> <li>Reduced student withdrawals and transfers during the year</li> <li>Average class-size of 23 students</li> <li>Low percentage of students served in Chapter I (15 percent) and Remedial Education (10 percent)</li> <li>Slightly less than one-half (47 percent) of the kindergarten students attended formal preschool programs.</li> <li>All, except two, first grade students attended a formal kindergarten programs.</li> <li>Student attendance of 94 percent and staff attendance of 97 percent were the same as the systemwide averages.</li> </ul>
5.7.5	273

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9		
C°	Critical Questions	Findings
	I. General Descriptive Characteristics	
	What critical school factors may have influenced student performance? (continued)	<ul> <li>Programs for instructional support included Chapter I, Remedial Education, Exceptional Children, Bilingual, after-school tutorial and enrichment, computer-assisted basic skills instruction, and other local projects and services.</li> </ul>
Ħ	I. Performance-Based Assessment	The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 92 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (82 percent), Logical/Mathematical (78 percent), Physical (91 percent), Personal (89 percent), and Social (87 percent). A range of 77 to 90 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
		<ul> <li>Eighteen percent of the kindergarten students needed to develop emergent literacy, and 23 percent needed additional instruction for sorting sets of objects.</li> </ul>
	<ul> <li>B. What was the ending performance of kindergarten students in writing?</li> </ul>	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 92 students showed the following number of students in each stage of writing development: Pictographic Writer (4), Scribble Writer (2), Invented Word Writer (9), Copier (23), New Word Writer (19), Phrase/Sentence Writer (22), Simple Story Writer (6), and Advanced Story Writer (0).
	€,23	<ul> <li>At the end of the year, students generally demonstrated skills as copiers, new word writers, and phrase/sentence writers. Thirteen students were simple and intermediate story writers, whereas 15 students ended the year in the first three stages of writing development.</li> </ul>

-2-

		rvey 1g	ent ird	e i	
		Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.	For the fiction reading selection, grades 2 and 5 students improved their performance from Needs Improvement to the Adequate and Excellent categories. The performance for third and fourth grade students did not show stability, as the number and percentage of students in the Needs Improvement categories increased. (It should be noted that the report was for 69 of 99 third grade students and 58 of 72 fourth grade students who were matched for both pretest and posttest results).	The results for nonfiction were for 55 of 72 fourth graders and 68 of 84 fifth graders who had both pretest and posttest results. Fifth graders showed improved performance, whereas more fourth grade students ended the year in the Needs Improvement and Lower Adequate categories.	
		Students in grades 2 through 5 were administered the Periodic Reading S tests in September (Pretest) and May (Posttest) to assess independent read ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.	For the fiction reading selection, grades 2 and 5 students improved their performance from Needs Improvement to the Adequate and Excellent categories. The performance for third and fourth grade students did not stability, as the number and percentage of students in the Needs Improve categories increased. (It should be noted that the report was for 69 of 95 grade students and 58 of 72 fourth grade students who were matched for pretest and posttest results).	The results for nonfiction were for 55 of 72 fourth graders and 68 of 84 graders who had both pretest and posttest results. Fifth graders showed improved performance, whereas more fourth grade students ended the y the Needs Improvement and Lower Adequate categories.	
		he Peric ssess in and non	dents in uate and rade stuin the N in the N port wa	graders Fifth gra student gories.	
cot.		istered t est) to a fiction	nd 5 stu ne Adeq ourth gr tudents at the re idents w	fourth ssults. I h grade ite categ	
Findings		: admin y (Postto nthentic rogram.	ides 2 arent to the rd and 1 age of someted the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the rade strange of the radius of the ra	55 of 72 osttest rance four	
		h 5 werk and May from au guage P	tion, graprovem provem e for thi percent vuld be 1	ere for : st and po reas mo	
		through retest) a reaming ole Lang	ig select eeds Im ormanco oer and (It sho 8 of 72 esults).	ction why pretestice, whe	
		Students in grades 2 through 5 were adminitests in September (Pretest) and May (Postuability to construct meaning from authentic selections in the Whole Language Program.	For the fiction reading selecterformance from Needs Incategories. The performancestability, as the number and categories increased. (It shough students and 58 of 72 pretest and posttest results).	The results for nonfiction were for 55 of 72 fourth grader graders who had both pretest and posttest results. Fifth g improved performance, whereas more fourth grade stude the Needs Improvement and Lower Adequate categories.	
		nts in gente no Septe y to con ions in	ne fictionmance ories. Tality, as to ories in studen stand by	esults fars who oved pe	
		Stude tests i ability select	For the performance of the perfo	The r grade impr	
		•	•	•	
		posttest vey?			
	nued)	t to the			
ions	(contin	n pretesi ic Read			
Critical Questions	Sment	ice froir Period			
itical	ed Asse	ook pla nguage			
ä	ce-Bass	nanges i vhole la			
	Performance-Based Assessment (continued)	What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?			
	II. Per	Ü			

-3-

Findings	
Critical Questions	

## III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?

A. Grade 3

B. Grade 5

- The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items.
- The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
- For Grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal in the content areas of Language Arts/Reading, and Mathematics. One of the Science strands (Life Science) and two of the Social Studies strands (Citizenship and Skills) were at the State Goal performance level for both years.
- The school's 1992 and 1993 scores for Grade 5 met or exceeded the State Goal in the content areas of Language Arts/Reading and Health. One of the Language Arts strand (Literal Comprehension) was at the Quality Performance level; and the Health strand for Substance Abuse was at the State Goal level for both years. The Health strand for Safety/Personal Health/Mental Health was at the State Goal in 1993.

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Critical Questions		Findings
IV. Jowa Tests of Basic Skills (ITBS)	·	
Were there changes in reading/mathematics achievement with respect to the following:	vement •	As a K - 7 school in 1991 - 92, the percentages of students earning scores at or above the national norm were 46 for reading and 43 percent for mathematics.
A. Regular-program students?	•	Total school performance on the ITBS for 1993 decreased from 46 to 23 pecent for reading and 43 to 26 percent for mathematics. Grade-level data for the pecentages scoring at or above the national norm for 1993 showed the following:
		Grade 1 - 24 percent for Reading; 31 percent for Mathematics Grade 2 - 23 percent for Reading; 23 percent for Mathematics Grade 3 - 17 percent for Reading; 21 percent for Mathematics Grade 4 - 17 percent for Reading; 28 percent for Mathematics Grade 5 - 31 percent for Reading; 28 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	more •	Eighty-one percent of Fain's students remained stable at the school for seven or more of nine attendance periods (140 or more of 180 days). This stable group scored higher for reading and at the same level for mathematics when compared to the total group.
C. The percentage of students scoring within each quadrant?	•	The 1992 and 1993 comparison of scores in the national percentile ranges reflected the loss of achievement gains from previous years. The lower percentile range (1-25) showed 18 percent more students scores for reading and 11 percent for mathematics; constituting a sizable group that would be eligible for Chapter I and remedial education.

-5-

Critical Questions	Findings
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	<ul> <li>Fain implemented the traditional Chapter I Program which showed achievement gains for reading and mathematics in grades 3 and 5, but a decrease in the average NCE scores for reading and mathematics in grades 2 and 4.</li> </ul>
	• Systemwide, students in traditional Chapter I programs averaged 1 to 6 NCE gains for reading and 2 to 7 NCE gains for mathematics. The exception was third grade which showed a loss of one NCE point for mathematics.
B. Remedial Education Program (REP)	• REP students did not perform at the same level as previous, losing 2 to 17  NCE points in 1993. Systemwide, REP students showed achievement gains of 2 to 7 NCE points, with the exceptions of second grade which remained at the same level and third grade that showed a loss of 3 NCE points for mathematics.
183	දෙ ද

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O*	Critical Questions	Findings
<del></del>	VI. Progression Status	
	How did the school's progression status compare to that of the system?	<ul> <li>Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.</li> </ul>
		<ul> <li>A range of 78 to 91 percent of the kindergarten students demonstrated overall capabilities for the five developmental areas on the GKAP, and 85 percent were promoted. Fifteen percent were retained.</li> </ul>
		<ul> <li>The Progression Status Report for 1992 - 93 showed that 88 percent of Fain's students were promoted, 3 percent were administratively placed, and 9 percent were retained. The highest rate of retention occurred in first, kindergarten and second grade, followed by fourth and third grade.</li> </ul>
		<ul> <li>Systemwide, 93 percent of the students were promoted, 4 percent were administratively placed, and 4 percent were retained. Systemwide retention oc- curred most often in kindergarten, first and fourth grade.</li> </ul>

EPP:sm - SR#28 Department of Research and Evaluation October 19, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 FAIN ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

DIFFERENCE

		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
			1 1			1 6 2 1	1 1 1	
SC	SCHOOL All elementary	503 34,420	516 33,791	31,480	22 -2,311	4. ð. a	35 -2,940	. v.
STA	STAFF/SCHOOL FACTORS (END OF Y	. ¥			SC	SCHOOL	ALL ELE	ALL ELEMENTARY
į	2				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	NDANCE PERIOOS TENDANCE PERIOD	S		438 100		27498 3982	87
ä	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPI NUMBER/PERCENT OF PUPI	ILS NEW TO	SCHOOL APS		263 64 51	<b>4</b> 2 2	9541 3873 38	30
ю	PUPIL-TEACHER RATIO				23.4		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	ONS			•	-	111	0
ĸ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				83	15	15734	20
	CHAPTER I MATH				65	27	14903	4.7
	REP READING				22	ō.	4384	<b>=</b>
	REP MATH				‡	<b>co</b>	3768	42
	AFTER-SCHOOL PGM. FOR	FOR SCHOOL-AGE CHILDREN	CHILDREN		42	65	2028	9
	BILINGUAL				•	-	748	8



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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

¥±	STAFF/SCHOOL FACTORS (END OF YEAR)	OS .	SCHOOL	ALL ELI	ALL ELEMENTARY
!		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	2 5 1 1 1	1 1 1 1 1 1	1 1 6 6 6	
	K-GARTEN - APS PRE-SCHOOL	-	-	291	S.
	K-GARTEN - HEAD START	6	e	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	40	<b>4</b> 3	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	20	53	2391	45
	FIRST GRADE - APS K-GARTEN	83	87	4862	06
	FIRST GRADE - NON-APS K-GARTEN	12	=	481	6
	FIRST GRADE - NO K-GARTEN	а	8	09	-
	PERCENT PUPIL ATTENDANCE:		i		į
	16-0561		94.6		7. 76
	1991-92 1992-93		0.46 0.40		94.2
7	PERCENT CERTIFIED STAFF ATTENDANCE:				
	190-91		96.2		97.2
	1991-92		97.4		97.
	1992-93		97.3		4.76

# Georgia Kindergarten Assessment Program 1993

Overall	Overall Capability	ty.		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	siving g	
•	School	System	State	
				I. Com
I. Communicative	82	93	92	A.
	06	60	60	B. 1
II. Logical-Mathematical	0,	90	g	C
III. Physical	91	97	96	D. 1
	08	76	86	II. Log
IV. Fersonal	3	5		¥
V. Social	87	94	93	B.
				Ċ.
Total Number Reported	92	5,325	95,915	D.

Structured Assessment Activities	int Activi	.ser	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	80	93	92
B. Processes Auditory Information	06	92	92
C. Communicates Orally	87	91	85
D. Demonstrates Emergent Literacy	82	90	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	11	06	16
B. Makes Comparisons	83	91	16
C. Knows Numbers 1 to 10	85	93	83
D. Extends Patterns	84	92	88

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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Department of Research and Evaluation #383.104

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
    interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories

  - relates experiences
    uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print
    identifies the main idea of a picture
    - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence.
  - dictates stories to be written by the teacher
  - I demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or
  - writing whole sentences demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  8 sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
     demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- B. Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue anxiety or fear plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly follows classroom rules
  - treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

8/18/93

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ATLANTA PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	FAIN ELEMENTARY SCHOOL

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	ELEMENTARY
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	Z

			NUMBER	PERCENT	
STAGE 1:	<u>::</u>	PICTOGRAPHIC WRITER	*	4.3	
STAGE 2:	.:	SCRIBBLE WRITER	8	2.2	
STAGE 3:	 	INVENTED WORD WRITER	6	89. 69.	
STAGE 4:	÷	COPIER	23	25.0	
STAGE 5:	.;	NEW WORD WRITER	61	20.7	
STAGE	 <b>9</b>	PHRASE/SENTENCE WRITER	22	23.9	
STAGE 7:	7:	SIMPLE STORY WRITER	o	8.6	
STAGE	 <b>60</b>	INTERMEDIATE STORY WRITER	•	<b>4</b> .	
		TOTAL NUMBER	92	100.0	

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\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

# Stages of Writing Development

to make judgments about the child's written language fluency, imaginative thinking and knowledge of Tetter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7

Simple Story Writer Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

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READING	
PERIODIC F	
LANGUAGE PEI	
HOLE	

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PAGE

PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

FAIN ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		67	67		69	69		58	28		7.1	7.1		350	265	
ų.	EMENT	×	43	31	-12	23	32	12	45	29	<b>7</b>	24	15	6-	2	, w	-
, d	IMPROV	z	29	21	<b>60</b>	16	24	80	26	34	<b>co</b>	17	7	9	œ	3 6 6	8
		*	2			23	19	<b>*</b>	17	<del>1</del> 9	8	21	21	0	5	55	-
	LOWER		7	8	9	<b>16</b>	<del>.</del>	ღ-	ō	<b>-</b>	-	15	ភ	0	r v	9 6	4
ATE		<b>&gt;</b> <	21	24	ო	56	12	4-	22	12	<del>-</del> 0	27	ဓ္က	ო	76	50	7
ADEQUATE	MIDDLE	z	<u>+</u>	16	~	18	œ	-10	13	7	9	19	21	8	3	25	- 12
	2	æ	12	7	မှ-	7	8	ø	7	7	0	25	24	7	Ť.	<u> </u>	0
	UPPER	z	∞	ស	ဗု	9	7	•	4	◀	0	18	17	7	9	<b>? Q</b>	0
	ENT	×	ო	7	<b>→</b>	13	7	-	Ø	ო	9	ო	5	7	7	- თ	8
	EXCELLENT	z	8	ស	ო	σ	2	-	r.	~	ဇှ	8	7	ហ	æ	2. 4	9
			8	7	8	ო	ო	ო	4	4	4	ß	S.	ស			
	,		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### ERIC

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

FAIN ELEMENTARY SCHOOL

SCHOOL:

	TOTAL	נ נ	22		89	89		123	123
		34 M	67	32	<b>Q</b>	18	-22	37	<b>4</b> w
2	IMPROVEMENT	z ç	37	81	27	12	- 15	46	<b>6</b> 6
		× <del>-</del>	22	4	29	9	- 19	24	- 5 - 9
	LOWER	<b>z</b> C	<b>4</b>	8		7		30	-11 -11
		<b>*</b>	7	£		26			<b>≅ 4</b>
ADEQUATE	;	z	: 🕶		9	18	22	17	22 5
		* c	4	8	61	31	12	50	19 -1
		z <sup>2</sup>				21			23 -2
	EXCELLENT	<b>≯</b> ₹	0	ហ	e	15	21	•	∞ ◀
	Ĕ	z	0	ဗု	8	5	ω	ស	<b>5</b> re
		4	4	4	D	ស	ល		
		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		
		PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	OIFFERENCE		

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Neme: FAIN ELEM

School Code: 3059

**GRADE 3** 

Data Printed: 24NOV92

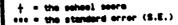
REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	led area = Si	ate Goal, dark	shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
ANG ARTS: READING	162 ±3			•••	<del> </del>	•	
Literal Comp	168 ±3				***	•	
Infer & Crit Comp	159 ±3			***	•		
Reference & Study	172 ±2				**		
		N = 53				Q.P. #198	
MATHEMATICS	168 ±2				**	•	
Numbers & Num Rel	170 ±2					·	
Operations & Comp	173 ±2				**		
Geometry	170 ±2				**		
Measurement	174 ±2						
Prob & Stat	188 ±2	1				••	
PROBLEM SOLVING	169 ±3	}		_		0.7.2152	
· · · · · · · · · · · · · · · · · · ·		M = 53			0.=167	H.F. TATE	
SCIENCE	145 ±2	}		***			
Life Science	165 ±2		-		**		•
Earth Science	150 ±2	1	•	•••		- 21 990 - 21 990 - 12 990	
Physical Science	140 ±1			+			
Process Skills	154 ±1			+			-
Env/Sci/Tech/Sec	143 ±3	1		***	.8.=167	0.7.2142	
		M = 53					
SOCIAL STUDIES	154 ±2			***		4. j. s k.	
Communities	157 ±2			•			
Citizenship	164 ±4	1					
American Heritage	156 ±2			**			
Skills	168 ±3			•	. G. =167	9.P.=192	
ĺ		M = 53					

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.





### **School Content Area Summary**

System Name: ATLANTA CİTY'

System Code: 761

School Name: FAIN ELEM

School Code: 3059

**GRADE 3** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded area = 1	State Goal Dark shaded at	ea = Quality Performance 200 225
LANG ARTS: READING	171 ±2	•	****	
Literal Comp	181 ±2		1 •••	<b>400</b>
Infer & Crit Comp	167 ±3		· · · ·	
Reference & Study	173 ±1		î <del>ni</del> a	
		N = 99		0.F.w196
MATHEMATICS	172 ±2	:	***	
Numbers & Num Rel	177 ±1		' ++·	
Operations & Comp	174 ±2		f <sup>'</sup>	
Geometry	175 ±1		• •	
Measurement	174 ±1		4	
Prob & Stat	189 ±1		5	••
PROBLEM SOLVING	170 ±2		anjar	
		N = 99	S.G.=167	Q.P.=192
SCIENCE *	151 ±1		<b>+</b> •	
Life Science	169 ±1		•	
Earth Science	160 ±1		•+•	
Physical Science	142 ±1		·	
Process Skills	156 ±1		· ++	
Env/Sci/Tech/Soc	149 ±2		*	
		M = 99	S.S.=167	9.P.×192
SOCIAL STUDIES	162 ±2		***	
Communities	161 ±1		• <del> •</del>	
Citizenship	173 ±2		<del></del>	
American Heritage	160 ±1		•+•	
Skill <b>s</b>	168 ±2		, ************************************	
		N = 99	S.G.=167	Q.P.#132

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are seeled separately and are not simple averages of strand secres.



<sup>+ -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

**School Content Area Summary** 

System Name: ATLANTA CITY

System Code: 761

School Name: FAIN ELEM

School Code: 3059

GRADE 5

Dete Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Gos			
LANG ARTS: READING	177 ±4	100 125 1	175	200	22
Literal Comp	192 ±5	1	****	<del></del> 	
Infer & Crit Comp	182 ±6			- Torres	
Reference & Study	177 ±2		****		
reference e Study	1// 16	N = 48		7 	
MATHEMATICS	164 ±2				
Numbers & Num Rel	170 ±2	1	L''' estern		
Operations & Comp	162 ±2		<del></del>		
Geometry	168 ±1		T		
Measurement	166 ±3		T	À.	
Prob & Stat	188 ±3		1 <del></del>	erature d	
PROBLEM SOLVING	170 ±3			<del></del> -:	
		W = 48	3.8.2367	6.P.#152	_
SCIENCE	152 ±2		***		
Life Science	158 ±1	1	, e <del>je</del>		
Earth Science	156 ±1		t • <del>•</del> •		
Physical Science	159 ±1		, •i•		
Process Skills	161 ±3		l' secien		
Env/Sci/Tech/Soc	145 ±0	+	· · · · · · ·		
		N * 48	3.6.9168	0.P.#183	
SOCIAL STUDIES	152 ±2		10/00		
Geog Regions	156 ±2	1	, <del>sojes</del>		
Canada Hist/Geog	He report	Strand centains fewer than ten items.	•		
U.S. pre-1791	162 ±1		<b>+</b>		
U.S. 1791-1875	153 ±1		₩ •		
U.S. 1875-1932	159 ±1	1	i ele		
U.S. 1932-present	160 ±1		l' ele	44	
Skills	155 ±3		l' socies		
		N = 48	2.8.178	A.P. =192	
HEALTH	172 ±2		**	1.48	
Sefety	No report	Strand centains fewer then ten items.	•		
Nutrition	168 ±1	1	+		
Personel Health	He report	Strand centains fewer than ten items.	¥'	2	
Substance Abuse	183 ±2			<del> </del>	
Growth, Dev & Fam	166 ±1		**	•	
Mental Haelth	No report	Strand centains fewer than ten items.	7₹	• • •	
		N = 48	3.0.=174	e.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

-21-



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: FAIN ELEM

School Code: 3059

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded are	a = State Goal Dark shaded an	a = Quality Performa	Ince
Strand	S.E.	ł	25 150 175	200	225
LANG ARTS: READING	180 ±3		***		
Literal Comp	203 ±3		•		
Infer & Crit Comp	177 ±5		**************************************	•	
Reference & Study	178 ±2			,	
		N = 83	\$.G.=162	Q-F.×187	
MATHEMATICS	164 ±2		***		
Numbers & Num Rel	169 ±1	j	**	•	
Operations & Comp	162 ±2		***		
Geometry	168 ±1		•		
Measurement	168 ±2		•••	•	
Prob & Stat	192 ±2		·	enden.	
PROBLEM SOLVING	173 ±2		•••	<b>'</b>	
		N = 83	S.G.=167	0.P.*192	
SCIENCE	153 ±1		<b>++</b>		
Life Science	159 ±1		+		
Earth Science	157 ±1		<b>+</b>		
Physical Science	163 ±0		†	는 생각 그는 기가 되었다. 한국 대학 기계 기계 기계 기계 기계 기계 기계 기계 기계 기계 기계 기계 기계	
Process Skills	161 ±2		***		
Env/Sci/Tech/Soc	151 ±1		<b>+</b>		
	<u> </u>	N = 83	5.6.=168	Q.P. ×193	
SOCIAL STUDIES	154 ±1		•†•	e de train	٠,
Geog Regions	161 ±1		<b>+</b>		
Canada Hist/Geog	135 ±0		†		
U.S. pre-1791	163 ±1		+		
U.S. 1791-1875	151 ±1		<b>+</b>		:
U.S. 1875-1932	159 ±1		+		
U.S. 1932-present	161 ±1		<b>+</b>		
Skills	155 ±2		•		
	<u> </u>	N = 84	5.6.=170	Q.P.=195	
HEALTH	172 ±1		+		
Sfty/Prs/Mntl Hlth	179 ±1		•		
Nutrition	168 ±1		+ '		
Substance Abuse	182 ±1		•	<b>+</b>	
Growth, Dev & Fam	166 ±0		t		
	1	N = 85	S.G.=170	Q.P.=175	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score

\*\*\* \* the standard error (S.E.)

Note: Content Area scores are scaled separately and are not simple averages of strand scores.



CCI

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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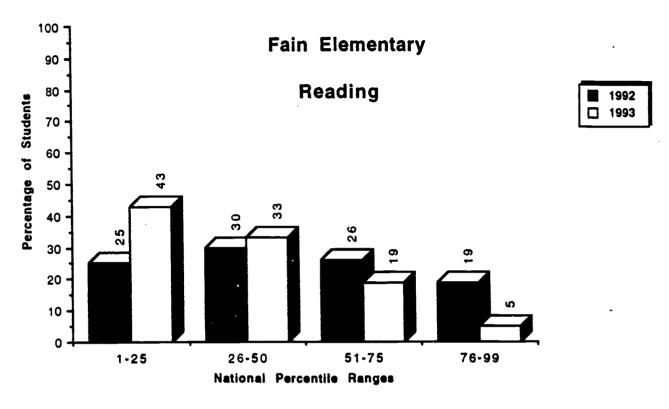
23° 5° 1		Perce	Percent At/Above National Norm(NP=50)	30VB	
School Total 82 98 69 81 81 81 81 81 81 81 81 81 81 81 81 81	1990	1991	1992	1993	*Diff
82 98 69 81 Elem. 1-5 Schools 23,856 Number Tested 1993 110 82 98 69 69	-	26	4.7	77	
98 69 81 School Total 440 Elem. 1-5 Schools 23,856 Number Tested 1993 110 82 98 69	55	38	49	23	
School Total 440 Schools 23,856 Elem. 1-5 Schools 23,856  Number Tested 1993 110 82 98 69 83	70	47	38	50	
School Total 440 Elem. 1-5 Schools 23,856  Mathematics 1993  110 82 98 69 83	17	11	46	11	
School Total 440 Elem. 1-5 Schools 23,856 Number Tested 1993 110 82 98 69	48	0	30	31	
School Total 440 Elem. 1-5 Schools 23,856 Tested 1993 110 82 98 69	32	31	62		
School Total 440 Elem. 1-5 Schools 23,856 1993 110 82 98 69	42	<b>4</b>	47		
Elem. 1-5 Schools 23,856  Number Tested 1993  110  82  98  69	44	7	46	23	-23
Number Tested 1993 110 82 98 69 69	09	40	54	12	<b>ب</b>
		Percen	Percent At/Above National Norm(NP=50)	ve (NP×50)	
	1990	1991	1992	1993	*D1ff
	78	29	51	31	
	83	<b>Q</b>	40	23	
	57	32	28	21	
	27	35	52	<b>58</b>	
	63	42	30	<b>58</b>	
	50	<b>4</b> 3	27		
	4.7	64	45		
School Total 442	29	45	43	. <b>56</b>	-17
Elem. 1-5 Schools 23,687	67	60	53	26	e -

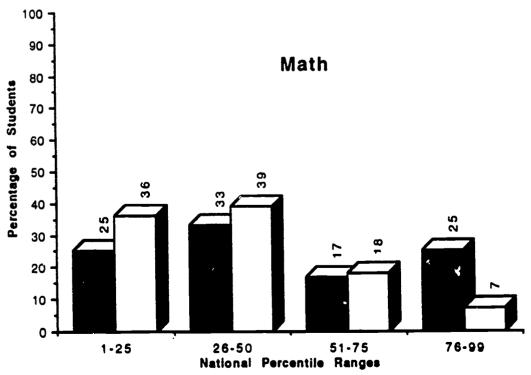
FAIN ELEMENTARY SCHOOL 41287 SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		×	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NOFM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	90 72 82 82 62	25 18 19 11	28 23 24 24	90 72 82 57 62	27 19 19 19 19	5 5 3 8 9 8 9 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9
SCHOOL TOTAL	363	06	25	363	96	56
ELEMENTARY K-5 SCHO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Department of Research and Evaluation A. Pruett/September 1993

FAIN ELEMENTARY SCHOOL FRIC

WO Years\* Chapter I Results Mean NCE Gains Students

=	
for	
i ts	_
Resul	School
ITBS	0,
with	

ithematics	N 1992 1993 Gain	33 27 -6					athematics		39 46 7							34 42 8
<b>2</b> 1	z	24	4.	12	18		Ĭ		476							
						System										
	1992 1993 Gain	7	•	<b>6</b>	а						-					6
<b>2</b>	1993	8	36	30	7		<b>Bu</b>	1993	38	38	34 35	38	38	42	9	<b>4</b>
Reading	1992	24	32	33	38		Reading	1992	32	35	34	33	34	36	34	36
	z	12	32	52	91			z	589	574	783	791	738	827	764	883
	Grade	02 Non SWP	03 Non SWP	04 Non SWP	OS Non SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	O5 Non SWP	OS SWP

<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NON-School Wide Project School(s)



				Gain	-17	ဗ-	ď	9-			Gain	4	ဗု	81	9
			atics	1993	27	34	36	37		atics	1993	43	34	37	9
			Mathematics	1992	1	37	<b>4</b>	43		Mathematics	1992	39	37	32	34
# #0 #0				z	<b></b>	Ĉ.	=	=			z	681	707	954	866
P) Result r Two Yes															
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years*	School	-							System	İ					
Mean NC Mean NC ITBS Re	S			c	t				Sy	!	<u>c</u>	1	7	•	7
edial Ec nts witl				Gatn	-	r.	7	9-			Gain	1	••	•	•
Stude			gu	1993	28	32	43	33		gut	1993	36	32	39	43
			Reading	1992	42	9	45	45		Reading	1992	36	33	35	32
				z	19	<b>‡</b>	9	16			z	857	983	1062	1055
				Grade	00	03	9	92			Grade	05	03	8	92

Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

Grades K - 5

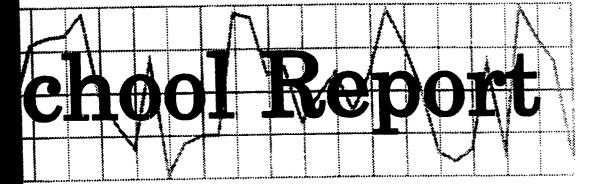
iotai	z	<b>7</b> 6	5,478	106	5,489	83	4,969	66	4,971	72	4,917	<b>∞</b>	4,799	538	30,623
			_						ļ						G
t ned	Percent	5	ស	19	7	11	4	-	2	9	5			<b>o</b>	•
Retained	Z	<b>2</b>	294	20	408	6	185	-	113	*	82		20	84	1, 102
<b>5</b>	Percent				4	80	ភេ	က	ហ	-	ស	9	•	3	4
Admin. Placed	z				202	7	257	3	260	-	227	ស	191	16	1,137
oted	Percent	<b>89</b>	95	18	68	18	16	96	93	63	46	76	96	88	66
Promoted	z	<b>0</b>	5,184	98	4.879	67	4,527	95	4,598	67	4,608	79	4,588	474	28,384
		School	System	School	System	School	System	Schoo 1	System	Schoo1	System	School	System	Schoo1	System
	Grade	¥		01		02		60		40		90			

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### ATLANTA PUBLIC SCHOOLS



1992-93

### FICKETT ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## FICKETT ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

ERIC -

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student • Τ performance?	The 1992-93 enrollment of 436 students represents an increase of 7.4 which is contrary to the decline of 6.8 for systemwide elementary schools.
· ·	One-third of the students were new to the school. Twenty two percent transferred from external school districts, while 13 percent transferred from APS schools. The relatively low mobility rate may have had a positive affect in establishing the high active role attendance finding for the school.
So in in	Students' average attendance percentages continued to increase and exceeded system averages by 2.6 percent. Certified staff attendance was comparable to system's staff attendance.
•	Eighty-one percent of the kindergarteners entered Fickett with more than 6 months of previous enrollment. All first grade students, however, had APS or community kindergarten enrollment before entering the first grade.
•	Programs for instructional support included Chapter I, Remedial Education Program, Foreign Language in Elementary Schools, Full Potential and an after-school program.
920	921

() [(			
~"	Critical Questions		Findings
=	Performance-Based Assessment		
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	•	The results of GKAP key capabilities scores indicate that some students need attention in the area communicating orally. Otherwise, the school's pupils performance exceeded APS system and Georgia State pupils' ratings.
	B. What was the ending performance of kindergarten students in writing?	•	The ending performance levels for the majority of kindergarten students (68 percent) in writing were at the writing Stage 8: "Intermediate Story Writers", (43.5 percent) and Stage 9: "Advanced Story Writers" (24.6 percent). Less than five percent ended the year at or below Stage 5: "New Word Writers".
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	•	Posttest results for the fiction selections of The Periodic Reading Survey were higher than pretest results. Increased percentages of students in grades 2 through 5 scored in the highest two categories "excellent" and "upper adequate" on the posttest.
			Fourth and fifth graders posttest results on nonfiction selections also resulted in improved scores. The lowest categories"needs improvement" and "lower adequate" showed very large improvement changes.
	922		

<b>Q</b>	
Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	<ul> <li>The third graders' scores met or exceeded state goal in the areas of Language         Arts: Reading, Mathematics and Social Studies for two consecutive school         years. Each of the corresponding content area's strands met or exceeded         required state goal criterion. However, the school's scores did not indicate         quality peformance in any content area during the same two year period.</li> </ul>
B. Grade 5	<ul> <li>At the fifth grade level, state goal was reached or exceeded in the content areas of Language Arts: Reading, Mathematics and Health during the 1991-92 and 1992-93 school years. In addition, the scores indicate quality peformance in the content area of Language Arts: Reading for two consecutive school years.</li> </ul>
IV. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	The ITBS reading scores of "regular students" changed by an overall minus two percentage points. Largest decrease occurred at the third and fifth grade level.
924	The mathematics ITBS overall test results show overall increases. There were increased percentages of students performing at N.P. levels at each grade. (Note: "Regular program students" include both pupils who attended the school for seven or more and less than seven attendance periods in 1992-93).
·	

-3-

Findings			<ul> <li>In reading and mathematics, the students who attended the school seven or more attendance periods achieved higher N.P. levels than the "regular stu- dents".</li> </ul>	• In reading, for the most part, a smaller percentage of students scored in the bottom quadrant in 1993 than in 1992, and a smaller percent attained scores in the top quadrant. In mathematics increases occurred in the middle two quadrants in 1993 compared to 1992. The decline at the bottom quadrant represents positive growth, however, the three percent decline in the 76-99 quadrant indicates a negative shift.		· · ·	<ul> <li>Fickett school's staff conducted non-schoolwide Chapter I programs. Only fifth grade pupils enrolled in mathematics. Fifth grade pupils' NCE gains were almost three times greater than system pupils'. In reading, the NCE gains exceeded systemwide findings. An exception to this trend occurred at the fourth grade for Fickett Chapter I pupils where there was a decline.</li> </ul>	• The REP gains of the school's pupils exceeded systemwide NCE gains in reading and mathematics. In mathematics, at the school's fourth grade level, however, there was a decline of a one NCE gain in mathematics.		. 927
Critical Questions	IV. Jowa Tests of Basic Skills (ITBS) (continued)	Were there changes in reading/mathematics achievement with respect to the following:	B. Students who attended the school for seven or more attendance periods?	C. The percentage of students scoring within each quadrant?	V. Project Results	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	A. Chapter 1 - Traditional Program	B. Remedial Education Program (REP)	926	

0	
Critical Questions	Findings :
VI. Progression Status  How did the school's progression status compare to that of the system?	None of Fickett's pupils were retained, while three percent of the systemwide pupils were retained.
EGL:sm - SR #29 Department of Research and Evaluation October 25, 1993	660

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



08/06/93 FICKETT ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)	SC	SCHOOL	ALL EL	ALL ELEMENTARY
1 1 1 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	-	-	291	S
K-GARTEN - HEAD START	<b>G</b>	9	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	52	7.4	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	:	<del>-</del>	2391	45
FIRST GRADE - APS K-GARTEN	64	79	4862	8
FIRST GRADE - NON-APS K-GARTEN	17	21	481	<b>6</b>
FIRST GRADE - NO K-GARTEN	0	•	9	-
6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		00 00 00 00 00 00		99 99 4. A. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4. 4.
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92		95.2 97.6 97.6		97.7 <b>.</b> 97.7 <b>.0</b>

08/06/93 FICKETT ELEMENTARY SCHOOL

ERIC Full Text Provided by ERIC

# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR) **.** 

;	\$ 5 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						ENCE	
		1890-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH	SCHOOL	777	406	436	9 3	4.7	8-	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
ALL	ALL ELEMENTARY	34,420	187.55		;			) ; i
STA	STAFF/SCHOOL FACTORS (END OF	OF YEAR)			SCH	SCHOOL	ALL ELE	ELEMENTARY
					NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	NDANCE PERIODS TENDANCE PERIOC	S		410	<b>4</b> 0	27498	13
4	PUPIL TRANSFERS: NUMBER/PERCENT OF PUP NUMBER/PERCENT OF PUP	ILS NEW TO ILS NEW TO	SCHOOL APS		97 55 15	13 23	9541 3873 .38	12 30
ю.	PUPIL-TEACHER RATIO				22.9		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	ONS			0	0	111	0
ė,	PUPILS IN PROJECTS:							
	CHAPTER I READING				47	=	15734	20
	CHAPTER I MATH				<b>3</b>	ø	14903	47
	REP READING				32	•	4384	*
	REP MATH				36	•	3758	12
	FOREIGN LANGUAGE IN	IN ELEM. SCHOOLS	۷į		07	91	1539	ß
	FULL POTENTIAL				436	<b>5</b>	3961	13
	AFTER-SCHOOL PGM. FOR	FOR SCHOOL-AGE CHILDREN	CHILDREN		160	37	2028	9

935



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### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words interprets pictures
- **B. Process Auditory Information** 
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories
  - - relates experiences
    - uses descriptive language
    - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
   identifies the main idea of a picture
  - sequences pictures to tall a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written

  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns
- III. PHYSICAL CAPABILITY
  - A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
    - writes numerals, letters, and words without samples
    - use scissors to cut appropriately manipulates simple objects

  - B. Understands Spatial Concepts

    demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
  - C. Performs Basic Locomotor Skills
    - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
  - rolling

    D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking
- IV. PERSONAL CAPABILITY
  - A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
    - unsure regarding the answers attempts new activities without undue anxiety or lear plays well with other children

  - B. Initiates Independent Activities
    chooses an activity to pursue (with little or no direction from others) when working time
    - is student-focused (such as learning centers)
      makes independent choices during openended activities
  - C. Acta Responsibly
    - follows classroom rules
    - treats others and their belongings with respect
- V. SOCIAL CAPABILITY

  A. Participation in Group Activities

  participates in group activities as a leader and/or follower

  - participates in cooperative activities
    B. Carries Out Assigned Tasks
    - acarries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



## Georgia Kindergarten Assessment Program 1993

	n eg	State	85	83	96	85	93	
	Percentage Receiving "Yes" Rating	System S	93	93	97	94	94	3
Overall Capability	Percent "Ye	School	94	26	66	100	100	1
Overall	Capabilities	•	I. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	V. Social	

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
Key indicators	School	System	State
I. Communicative			
A. Processes Visual Information	66	86	92
B. Processes Auditory Information	93	<b>76</b>	92
C. Communicates Orally	88	16	6
D. Demonstrates Emergent Literacy	96	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	06	91
B. Makes Comparisons	94	91	91
C. Knows Numbers 1 to 10	66	93	93
D. Extends Patterns	97	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383:104



# Stages of Writing Development

ERIC
Full Text Provided by ERIC

to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that Scribble Writer Stage 2
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters. written symbols can convey a message. Invented Word Writer Stage 3
  - Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story **New Word Writer** Stage 5
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc. Phrase/Sentence Writer Stage 6
- Stage 7 Simple Story Writer
  Child's story consists of short related sentences.
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation. Intermediate Story Writer Stage 8
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes. Advanced Story Writer Stage 9

R&E jep 8/16/93 #441-107

2 - 2			41294
ATLANTA PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT+	END OF KINDERGARTEN - 1993	Y SCHOOL
<b>A - L A Z - A</b>	STAGE OF	FND OF	FICKETT ELEMENTARY SCHOOL

7/21/93

ERIC Full Text Provided by ERIC

		NUMBER	PERCENT
STAGE 3:	INVENTED WORD WRITER	-	<b>4</b> .
STAGE 4:	COPIER	8	2.9
STAGE 5:	NEW WORD WRITER	-	4:
STAGE 6:	PHRASE/SENTENCE WRITER	<b>co</b>	11.6
STAGE 7:	SIMPLE STORY WRITER	0	14.5
STAGE 8:	INTERMEDIATE STORY WRITER	30	43.5
STAGE 9:	ADVANCED STORY WRITER	17	24.6
	TOTAL NUMBER	69	6.66

\*BASED ON FMD-OF-YFAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORFD USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

# Periodic Reading Surveys

ERIC

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey centains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, b, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time)

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest. The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement

R&E:ap 10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

FICKETT ELEMENTARY SCHOOL SCHOOL:

	~	MIDDLE	t 1 1 1 1 1	LOWER		NEEDS		TOTAL
	×	Z	×	Z	×	Z		
	35	9	7	7		24	32	69
	€43	9	23	ĸ		◀	ဖ	69
	Ξ	ဗ	<b>o</b> s	Çi ,		-20	-28	
	24	10	17	12	21	=	61	58
	43	đ	16	-	~	4	7	58
	<b>3</b>	<b>T</b>	7	Ŧ	61 -	۲-	- 12	
	36	13	85	9	80	21	58	73
	42	17	23	~	ო	0	0	73
	ဖ	◀	ι <b>ρ</b>	7	က်	-21	- 58	
	33	7	21	13	200	6	7	99
	76	<b>*</b>	21	-	~	_	~	99
	.7	0	0	- 12	<u>.</u>	<b>₩</b>	- 12	
	32	47	8	38	7	65	24	266
	66	26	21	o	ო	6	ო	266
21 19	7	<b>o</b>	ო	-29	=	-56	-21	

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THF POSTTEST IS FICTION.

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: FICKETT ELEM

School Code: 3559

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ied area = S	tate Goal, dark	shaded area =	<b>Quality Perfo</b>	rmance
Strand	S.E.	100	123	150	175	200	225
LANG ARTS: READING	177 ±2				***		
Literal Comp	184 ±3				***		
Infer & Crit Comp	174 ±3				***		
Reference & Study	178 ±1				+	_	
		N = 84			<u> </u>	P.#156	
MATHEMATICS	183 ±2				**		
Numbers & Num Rel	181 ±2						
Operations & Comp	183 ±2						
Geometry	178 ±1				+		
Measurement	183 ±2				**		
Prob & Stat	192 ±1					+	
PROBLEM SOLVING	181 ±2				***		
		H = 86			B. #167 A.	P.#142	
SCIENCE	162 ±2			•	<del></del>		
Life Science	177 ±2		•		**		
Eerth Science	162 ±2			•	<del></del>		
Physical Science	146 ±1			+		•	
Process Skills	160 ±1	1		+	•	:	
Env/Sci/Tech/Soc	154 ±2			**			
		N = 86			<u>a. #167                                     </u>	P.#152	
SOCIAL	176 ±2				***		
Commun. 198	171 ±2						
Citizenship	184 ±3				***	•	
American Heritage	167 ±1	1			+		
Skills	179 ±2				***		
		N = 84			<u>.0.*167                                     </u>	P.#132	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

† • the school score

947

-17-



s		
WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS	PERFORMANCE CATEGORY DISTRIBUTION	MATCHED RESULTS FOR NON-FICTION

PAGE

	SCHOOL	FICKETT ELEMENTARY SCHOOL	
MATCHED RESULTS FOR NON-FICTI			
PERFORMANCE CATEGORY DISTRIBUT			
WINCE LANGUAGE PERIODIC READING SONY			

ERIC

SCHOOL:

					1 1	1	ADEQUATE	ATE		ļ	2	Š	
			EXCELLENT	ENT	UPPER	æ	MIDDLE		LOWER	æ	IMPROVEMENT	ENENT	TOTAL
			z	×	z	×	z	æ	z	×	z	×	
LEV	Ē	4	4	ស	25	<b>8</b>	18	54	7	16	<del>1</del> 5	50	74
LEVEL	Ē	4	13	<b>8</b> 1	37	20	16	22	ເດ	7	ო	4	74
LEV	ÆL	4	•	£	<b>1</b> 2	16	ņ	7	-1	6	- 12	-16	
PRETEST LEV	19	ıcı	v.	•	24	37	21	32	13	30	8	6	65
	Æ	വ	31	8	33	32	<b>(</b>	<b>=</b>	, <b>c</b>	က	0	0	65
DIFFERENCE LEVEL	ÆL	ιn	<b>5</b> 0	<b>Q</b>	7	7	-12	81 -	-1-	-17	ņ	ņ	
			6	9	64	35	39	28	25	18	17	12	139
			7	32	9	43	25	18	7	ស	ო	8	139
			32	<b>5</b> 6	=	<b>3</b>	41-	- 0	- 18	- 13	4-	- 10	

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSITEST IS FICTION.

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: FICKETT ELEM

School Code: 3559

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
	1	100 125 150 175 200 225
LANG ARTS: READING	189 ±3	****
Literal Comp	207 ±3	
Infer & Crit Comp	187 ±4	
Reference & Study	183 ±2	
		N = 73 S.S. 2162 S.P. 2187
MATHEMATICS	171 ±2	
Numbers & Num Rel	172 ±2	- <del></del>
Operations & Comp	170 ±2	
Geometry	167 ±1	
Measurement	175 ±3	<b>T</b>
Prob & Stat	195 ±2	
PROBLEM SOLVING	181 ±3	- <del></del>
. nascem decing	.61 13	M = 73 3.6.4167 6.7.2142
SCIENCE	161 ±2	
Life Science	160 ±1	**************************************
Earth Science	160 11	<b>†</b>
Physical Science	160 ±1	+
Process Skills	162 ±1	+
Process Skills Env/Sci/Tech/Soc	1000	· +
EUA\967\196U\206	147 ±0	† ************************************
SOCIAL STUDIES	157 ±1	N = 73 S.S. 1168 G.P. +192
	<del>-</del>	+
Geog Regions	160 ±2	
Canada Hist/Geog	He report	Strand centains fower than ten items.
U.S. pre-1791	163 ±1	+
U.S. 1791-1875	153 ±0	†
U.S. 1875-1932	160 ±1	+
U.S. 1932-present	163 ±1	+
Skill <b>s</b>	163 ±3	
	1	H = 73 S.S. =175 G.P. =155
HEALTH	174 ±1	+
Safety	He report	Strand centains fewer than ten items.
Nutrition	168 ±1	+ .
Personal Health	No report	Strand contains fewer than ten items.
Substance Abuse	183 ±2	· · ·
Growth, Dev & Fam	167 ±1	+
Mental Heelth	No report	Strand contains fower than ten items.
		N = 73 S.6.=176 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Heelth.

In addition, your scheel's scores indicate quality performance in the area of Language Arts: Reading.

<sup>† =</sup> the school score \*\*\* = the standard error (8.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY .

System Code: 761

School Namo: FICKETT ELEM

School Codn: 3559

GRADE 3

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = Sta	te Goal Dari	t shaded area	= Quality Perform	nance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	176 ±3		•		***		
Literal Comp	182 ±3	<u> </u>			****	. <b>*</b>	
Infar & Crit Comp	175 ±3				verface		
Reference & Study	174 ±2				erejes	**	
		M = 67		s.	8.016E 1	1.5.4198	
MATHEMATICS	176 ±2				** **		
Numbers & Num Ral	176 ±2				10/40		
Operations & Comp	181 ±2	1				A service of the serv	
Geometry	172 ±1				+		
Measurement	176 ±2	1			1 100/00		
Prob & Stat	191 ±1				•	4	
PROBLEM SOLVING	177 ±2		•		enjer		
		M = 67			8.=167	1.P. #192	
SCIENCE *	156 ±2			***		Aca Santana	
Life Science	170 ±2	1		•	<del>ados</del> .		
Earth Science	163 ±2	1			<del> </del>	- 1985 - Si	
Physical Science	145 ±1			4.	•		
Process Skills	158 ±1			. +			
Env/Sci/Tech/Soc	155 ±3	1	•	***		13.7.5.	
		M = 67			8.=167	0.P. #192	<del></del>
SOCIAL STUDIES	170 ±3				anders.	44	
Communities	166 ±2				• <del>• ••</del> •		
Citizenship	181 ±3	1			***		
American Heritage	166 ±2				** **	protes dis Personalis	
Skills	171 ±2				· <del> </del>		
		N = 67			.e.=167 e	.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quelity performance in any contant area.

951

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

+ - the school score

\*\*\* \* the standard error (S.E.)

Note: Content Area secres are sealed separately and are not simple everages of strand secres.



FICKETT ELEMENTARY SCHOOL ERIC

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	*Diff							-2	ဗု
Percent At/Above National Norm(NP=50)	1993		70	65	<b>4</b> 3	28	47	57	51
ent At/Ak ional Nor	1992		67	<b>49</b>	52	46	99	29	20
Nerc	1991			51	43	69	52	9	4
	1990		<del>.</del>	78	62	7.1	98	74	09
Number	1993		79	72	67	7.7	72	367	23,856
	Grade	-	10	05		2	05	School Total	Elem. 1-5 Schools

5
-
*
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•
6

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +Diff	94 65 70 77	79 84 67 67	60 65	63 50	65		67 60 59 56 -3
Number Tested		79		67	7.7	72	367	23,687
	Grade	10	03	03	•	92	School Total	Elem. 1-5 Schools

• Difference = 1993 - 1992

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: FICKETT ELEM

School Code: 3559

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = State	Goal Dark si	haded area	a = Quality Perfo	mance
Strand	S.E.	100	<u>1</u> 25	150	175	200	225
LANG ARTS: READING	186 ±4				••		
Literal Comp	208 ±3					****	
Infer & Crit Comp	177 ±6				******	. · ·	
Reference & Study	183 ±2				***	•	
		N = 72			=162	0.8.*187	
MATHEMATICS	173 ±2			<u> </u>	***		
Numbers & Num Rel	173 ±1	ļ			÷		
Operations & Comp	170 ±2						
Geometry	170 ±1				4-		
Measurement	173 ±2				r <del> </del> -	. **	
Prob & Stat	195 ±2		,		1		
PROBLEM SOLVING	180 ±2				**	₹ ,	
		N = 72		<b>S.G.</b>	=167	0.P.=192	
SCIENCE	158 ±1			+			
Life Science	159 ±1			· <b>+</b>			
Earth Science	159 ±1	1		<u>.</u>		•	
Physical Science	165 ±0			· +			:
Process Skills	166 ±2			•	<del> </del>	***.	
Env/Sci/Tech/Soc	151 ±1	1		+	•	. :	
		N = 72			=168	0.P.×193	
SOCIAL STUDIES	156 ±1			+			
Geog Regions	163 ±1			· +•			
Canada Hist/Geog	134 ±0		t	•			
U.S. pre-1791	163 ±1		•	+		* * * **	•
U.S. 1791-1875	154 ±1			+ '		.i.;	
U.S. 1875-1932	160 ±1			, +•			
U.S. 1932-present	162 ±1			·+•		474.	
Skills	158 ±3			***			
		N = 72		5.9.	=176	Q.P.=19\$	
HEALTH	175 ±1				+		
Sfty/Prs/Mntl Hlth	181 ±1	1			, +	•	
Nutrition	169 ±1	1			+	. 💝	
Substance Abuse	183 ±1				•	🛖 Alimak e	
Growth, Dev & Fam	166 ±0				t	*	
· · · · · · · · · · · · · · · · · · ·		N = 72		5.0.	=170	Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

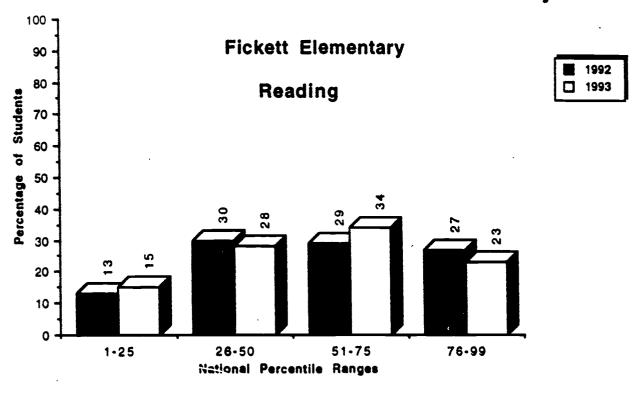
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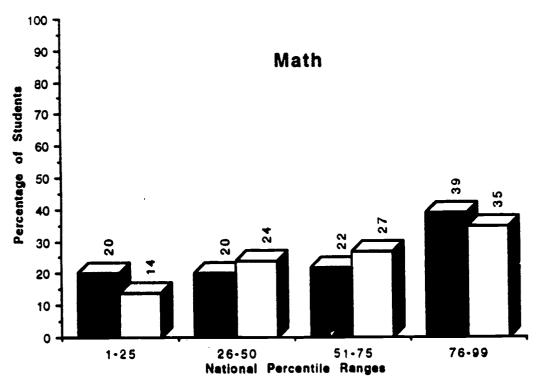
... . the standard error (S.E.)

FRIC to: Content Area searce are sealed separately and are not simple everages of strand searce.

<sup>+ -</sup> the school score

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Department of Research and Evaluation A. Pruett/September 1993

FICKETT ELEMENTARY SCHOOL 41294 SCHOOL: IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

MATHEMATICS
READING

GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
3	7.3	05	89	73	<b>8</b> 8	79
58	. 4	4	20	99	64	92
700	9 4	9 6	9	63	34	54
5	9 1	3 5	o ec	7.4	47	64
	67	35	48	67	42	63
SCHOOL TOTAL	343	500	58	343	224	65
ELEMENTARY K-5 SCH	SCH00LS 21,280	11,200	53	21,123	12, 103	57

42

46

828

45 **Q** 

36 46

764 889

OS SWP

10/06/93 FICKETT ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain					<b>:</b>			Gain	7	=	-	-	64	m	ហ
tics	1993	İ				4		it ics	1993	476 39 46	47	38	32	37	38	38
Mathema	1992 1993					3.		Ma them	1992	39	36	38	8	32	32	34
	z								z	476	464	556	;	670	732	747
							System									
	G <b>a</b> in	1	=	7	<b>cc</b>				Gain	m	•	-	ស	•	φ	ø
9	1992 1993		<b>4</b> 6	34	37			Ş	1993	35 38	39	35	38	38	42	9
Readin	1992		32	38	58			Read	1992	35	35	34	33	34	36	34
	z		17	8	=				z	589	574	783	791	738	827	764
			SWP	SWP	SWP	SWP				SWP		03 Non SWP		SWP		SWP
	Grade		<b>V</b> ou	03 Non SWP	04 Non SWP	O5 Non SWP			Grade	02 Non SWP	O2 SWP	₩ Von	O3 SWP	04 Non SWP	O4 SWP	OS Non SWP
	G		07	03	9	05			-	18	0	03	03	2	2	ö

Scores for students in the Program for Exceptional Children
are excluded
Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results Mean NCE Gains Students with IIBS Results for Two Years\*

			Gain	ហ	ო	7	61				Gain	4	e-	8	9
		atics	1993	29	53	11	₽			atics	1993	39 43	34	37	<b>Q</b>
		Ma them	1992 1993	24	<b>3</b> 6	18	24			Mathen	1992	39	37	32	34
				ø							Z	681	707	954	866
OTLOGENTO WITH 1.60 MOBILION TO: 180 TESTON	School								System						
			G to	50	6	<b>so</b>	Ξ				Ga in		64	•	7
		gu +	1992 1993	;	31	32	42			atng	1993	36 36	35	38	42
		<b>8</b>	1982	24	29	27	31			R.	1992	36	33	32	35
			z	e L	<b>co</b>	o	13				z	857	983	1062	1055
			Grade	03	03	9	05				Grade	05	03	\$	90

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Scores for students in the Program for Exceptional Children are excluded

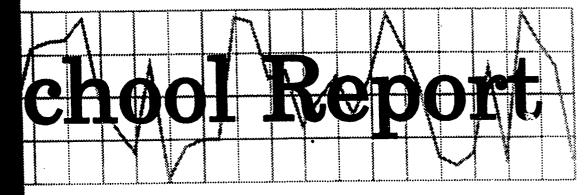
1992-93 Progression Status Report

Grades K - 5

Retained	N Percent	0.0	5 5,478	78	8 7 5,489	73	5 4 4,969	67	13 2 4,971	9/	82 2 4,917	72	4,799	436
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Promoted	Percent	100	96	46	6	100	5	97	85	<b>5</b>	\$	001	96	86
٩	Z	70	5, 184	76	4.879	73	4,527	65	4.598	76	4.608	72	4.588	432
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	Grade	¥		01		02		60		2		30		

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### ATLANTA PUBLIC SCHOOLS



1992-93

### FOWLER ELEMENTARY SCHOOL

Research & Evaluation *Final Copy* 



### FOWLER ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>Active enrollment decreased by 9.5 percent over a 3-year period compared to 5.3 percent for the system.</li> </ul>
	<ul> <li>Ninety-four percent of the pupils were on active roll for seven or more attendance period.</li> </ul>
	• The pupil mobility index was .22 which was considerably lower than the system's index of .38.
	<ul> <li>1992-93 was the third year for implementation of the schoolwide Chapter I project based on a plan submitted by the staff for serving the needs of the entire population using Chapter I resources.</li> </ul>
	<ul> <li>Fifty-five percent of the kindergarten pupils had from zero to 6 months of pre-school experiences.</li> </ul>
	• There was a slight increase in the percentage of pupil attendance from FY '92 to FY '93, but it was slightly lower than that for the system for FY '93.
365	• There was a decrease in the percentage of certified staff attendance from FY '92 to FY '93, and it was slightly lower than that for the system for FY '93.

3	Critical Ouestions		Findings
=	Performance-Based Assessment		
	<ul> <li>A. Do any of the Georgia Kindergarten Assessment Program (GKAP) Capabilities or Key Indicators suggest a need for attention?</li> </ul>	Within the Communicative Capability, spareas of Oral Communication and Emerge Mathematical Capability, special attention Sets of Objects and Making Comparisons.	Within the Communicative Capability, special attention may be needed in the areas of Oral Communication and Emergent Literacy. Within the Logical-Mathematical Capability, special attention may be needed in the areas of Sorting Sets of Objects and Making Comparisons.
	B. What was the ending performance of kindergarten students in writing?	Systemwide the majority of the kinderg the end of the year. Approximately 51 in Stages 2-5 and approximately 49 per were in the two highest Stages 8 and 9.	Systemwide the majority of the kindergarten students were in Stages 6 or 7 by the end of the year. Approximately 51 percent of the students at the schools were in Stages 2-5 and approximately 49 percent were in Stages 6 and 7. No students were in the two highest Stages 8 and 9.
	<ul><li>C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?</li></ul>	For fiction matched so Adequate/Needs Impr Excellent category. N	For fiction matched scores there were 14 percent fewer students in the Lower Adequate/Needs Improvement Categories and 4 percent more students in the Excellent category. Middle Adequate gained 10 percentage points.
		For nonfiction matche Improvement Categor Adequate Categories. Lower Adequate Cate Category; therefore, the category of the ca	For nonfiction matched scores there were 28 percent fewer students in the Needs Improvement Category and 19 percent more students in the Upper/Middle Adequate Categories. Additionally, there were 13 percent more students in the Lower Adequate Category and 5 percent fewer students in the Excellent Category; therefore, this trend needs to be reversed.
	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data). Grades 3 and 5		
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	Taking into account the exceeded the state good for 1992 and 1993. The condition of the exceeded in Dead	Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Mathematics for 1992 and 1993. The scores also met or exceeded the state goal for both years
	A. Grade 3	Skills strands in Social (1993) met or exceed	Skills strands in Social Studies. Additionally, the Life Science strand in Science (1993) met or exceeded the state goal. The school's scores did not indicate
	296	quality performance i indicate quality perfor	quality performance in any content area for either year; however, the scores did indicate quality performance on the Probability and Statistics strand (1992).

-2-

Critical Questions	
	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data). Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)  B. Grade 5	Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics and Health for 1992 and 1993. The scores also met or exceeded the state goal for both years on all strands for Reading, all strands for Mathematics and the Substance Abuse strand in Health. Additionally, the school's scores met or exceeded the state goal on the Nutrition strand in Health (1992) and the Safety/Personal Health/Mental Health strand in Health (1993). Although the scores did not indicate quality performance in any content area, the scores for the Literal Comprehension strand in Reading and the Probability and Statistics strand in Mathematics did indicate qualtity performance in 1992 and 1993.
IV. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	From FY '92 to FY '93, the school showed an increase of 12 for reading and 11 for mathematics in the percentage of students at or above national norm.
B. Students who attended the school for seven or more attendance periods?	In comparison to all students tested, those who were enrolled at least seven or more attendance periods had slightly higher percentages of students at or above national norm for both reading and mathematics.
C. The percentage of students scoring within each quadrant?	In reading, there was a decrease for the two lower quadrants and an increase for the two higher quadrants in the percentages of students at or above national norm. In mathematics, there was a decrease for three of the quadrants and an increase only for the highest quadrant in the percentages of students at or above national norm.
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R& E/PA:dd October 29, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (TTBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



OB/O6/93 FOWLER ELEMENTARY SCHOOL

ERIC Full Text Provided by ERIC

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

j				•		DIFFERENCE	ENCE	
	SCHODL ALL ELEMENTARY	1990-91  391 34,420	1991-92  359 33,791	1992-93  354 31,480	2 YEARS 2 YEARS 2 - 5 - 5	PERCENT 3 YEARS -1.4 -37 -6.8 -2,940	3 YEARS -37	PERCENT - 9-55
ပ်	C. STAFF/SCHOOL FACTORS (END OF	YEAR)			SCH	SCHOOL	ALL ELE	ALL ELEMENTARY
	1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDA	ANCE PERIODS			334	46	27498	87

÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	334	4.0	27498 3982
લં	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW TO SCHOOL NUMBER/PERCENT OF PUPILS NEW TO APS MOBILITY INDEX	9 0 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	<u>6</u> 6	9541 3873 .38
რ	PUPIL-TEACHER RATIO	20.8		22.2
4	OUT-OF-SCHOOL SUSPENSIONS	0	0	111
5	PUPILS IN PROJECTS:			
	CHAPTER I READING	354	901	15734
	CHAPTER I MATH	354	<del>2</del> 0	14903
	REP READING	56	91	4384
	REP MATH	38	=	3768
	SPECIAL INSTRUCTIONAL ASSISTANCE	149	42	1083

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C. ST	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL ELI	ALL ELEMENTARY
•	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL	0	•	291	ស
	K-GARTEN - HEAD START	13	81	389	<b>L</b>
	K-GARTEN - COMMUNITY PRE-SCHOOL	6	27	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	38	នួ	2391	45
	FIRST GRADE - APS K-GARTEN	9	89	4862	06
	FIRST GRADE - NON-APS K-GARTEN	<b>qui</b>	8	481	Ø
	FIRST GRADE - NO K-GARTEN	0	•	09	-
ė	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		94.0 93.7 93.9		9 9 9 4 . 4 9 4 . 2 5 . 4 9 4 . 2
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.8 98.2 97.1		97.2 97.4 97.4

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty.		
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	Cap
•	School	System	State	
				I. Commu
1. Communicative	88	93	92	A. Proce
	70	60	80	B. Proce
II. Logical-matnematical	<b>*</b> 0	99	36	C. Com
III. Physical	95	. 6	96	D. Dem
IV Descend	76	76	66	II. Logical-
	3			A. Sorts
V. Social	06	94	93	B. Mak
				C. Kno
Total Number Reported	80	5,325	95,915	D. Exte

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving ng
Ney Indicators	School	System	State
1. Communicative		1.38 AV.	
A Processes Visual Information	06	86	<b>76</b>
B. Processes Auditory Information	91	76	76
C. Communicates Orally	80	16	85
D. Demonstrates Emergent Literacy	80	90	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	80	06	91
B. Makes Comparisons	92	91	91
C. Knows Numbers 1 to 10	86	93	93
D. Extends Patterns	85	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104
7/12/93
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### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
    - words\*
    - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
    - relates experiences
    - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture

  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least?
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILIT

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts
  - of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue
  - anxiety or fear plays well with other children
- B. Initiates independent Activities
- chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly

  - follows classroom rules
     treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.



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	PERCENT	1.2	1.1	27.2	1.1	28.4	21.0	100.0
	NUMBER	-	<b>o</b> .	22	o	23	1.1	18
FOWLER ELEMENIARY SCHOOL		STAGE 2: SCRIBBLE WRITER	STAGE 3: INVENTED WORD WRITER	STAGE 4: COPIER	STAGE 5: NEW WORD WRITER	STAGE 6: PHRASE/SENTENCE WRITER	STAGE 7: SIMPLE STORY WRITER	TOTAL NUMBER

985

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENL'S PORTFOLID AND SCORFD USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

# Stages of Writing Development

to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year

### Description of Writing Stages

Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3

Invented Word Writer Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7

**Simple Story Writer** Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Advanced Story Writer Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to 985 edit and make changes Stage 9



R&E:jep 8/16/93 #441-107

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

9

PAGE

FOWLER ELEMENTARY SCHOOL

SCHOOL:

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time)

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest. The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

FOWLER ELEMENTARY SCHOOL

	TOTAL	,	42	42		54	54		96 96
<b>V</b> 0:	IMPROVEMENT	*	29	21	<b>φ</b>	65	50	-45	49 21 -28
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		-	PRETEST	POSTTEST	DIFFERENCE	+000	POSTTEST	DIFFERENCE	

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

SCHOOL:

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

. System Code: 761

School Name: FOWLER ST ELEM

School Code: 5559

Bate Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ed area = S	tate Goal, dark	shaded area =	Quality Perfor	mance			
Strand	S.E.	100	125	150	175	200	225			
LANG ARTS:READING	168 ±3				****					
Literal Comp	178 ±3				***					
Infer & Crit Comp	166 ±3				***					
Reference & Study	171 ±2	<b>.</b>			***					
		N = 46			g.=16\$ g.	P.#156				
MATHEMATICS	176 ±3				***					
Numbers & Num Rel	179 ±3	}			***					
Operations & Comp	177 ±2				**	•				
Geometry	175 ±2				**					
Measurement	178 ±2									
Prob & Stat	191 ±1	]				<del></del>				
PROBLEM SOLVING	174 ±3		* *****							
		N = 46		s	£.=167 Q.	P.#152				
SCIENCE	147 ±2			**						
Life Science	160 ±2		•	•••	••		•			
Earth Science	152 ±2			***						
Physical Science	142 ±1	İ		4-						
Process Skills	156 ±1			+		∢ ້				
Env/Sci/Tech/Soc	147 ±3			••••						
		N = 46			.0.=167 <u>0</u>	P.#192				
SOCIAL STUDIES	156 ±2			**						
Communities	157 ±2			•= ••		1.4				
Citizenship	169 ±4	}			****					
American Heritage	156 ±2			**		·				
Skills	170 ±3				***					
		N = 46		S	.C.=167 C	P. #152	-			

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in eny content area.

- the school score

- the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY .

System Code: 761

School Name: FOWLER ST ELEM

School Code: 5559

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = St	ate Goal Dari	k shaded area	= Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	170 ±3			_	***	Wantanisher e en s	. a i
Literal Comp	178 ±3				*****		
Infer & Crit Comp	168 ±4	]					
Reference & Study	172 ±2	Ì			•+		
		N = 42		S.	8.=16E	0.F. ×1.58	· ·
MATHEMATICS	174 ±3				erofees		
Numbers & Num Rel	178 ±3						
Operations & Comp	178 ±3				•==		dy .
Geometry	172 ±2						
Measurement	174 ±2						
Prob & Stat	190 ±1				•	+	
PROBLEM SOLVING	174 ±3				<del>err[ess</del>		
		N = 41		3	.s.=167	9.F. #192	`
SCIENCE *	151 ±2			** **			845. p. 3
Life Science	168 ±2			•	** **		
Earth Science	156 ±2	1		•••	·		00000000000000000000000000000000000000
Physical Science	142 ±2	1		**			gigit (. 1852-ya iliya da
Process Skills	157 ±2			•••		11100.000000000000000000000000000000000	90000-1 X. Daniel I.
Env/Sci/Tech/Soc	150 ±3	1		***			
	<u> </u>	H = 42			.G.=167	A.P. #192	
SOCIAL STUDIES	155 ±3	1		***			3 No. 3
Communities	155 ±2			***		100 m 100 m	
Citizenship	164 ±4			•	****		
American Heritage	159 ±2			•••	••		
Skills	167 ±3			·	***		. 44.
		N = 42			.6.=167	9.P.#152	<u> </u>

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Centent Area secres are scaled separately and are not simple averages of strand secres.



<sup>+ =</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: FOWLER ST ELEM

School Code: 5559

### GRADE 5

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance
Strand	S.E.	100 125 150 175 200 23
LANG ARTS: READING	181 ±3	
Literal Comp	206 ±4	
Infer & Crit Comp	174 ±5	*******
Reference & Study	181 ±2	· · · · · · · · · · · · · · · · · · ·
		N = \$1
MATHEMATICS	173 ±2	
Numbers & Num Rel	174 ±2	······································
Operations & Comp	170 ±2	neper .
Geometry	170 ±1	+
Measurement	172 ±3	Total Control
Prob & Stat	194 ±2	
PROBLEM SOLVING	182 ±2	
		N = 51 3.8.9167 8.P.9192
SCIENCE	155 ±2	
Life Science	157 ±1	+
Earth Science	160 ±1	T ab
Physical Science	161 ±1	T
Process Skills	162 ±3	T
Env/Sci/Tech/Soc	147 ±1	+
		N = 51 S.S. =165 G.P. =153
SOCIAL STUDIES	154 ±2	nejer .
Geog Regions	161 ±2	
Canada Hist/Geog	No resert	Strand centains fewer than ten items.
U.S. pre-1791	162 ±1	Strain centering vector than ten Items.
U.S. 1791-1875	153 ±1	+
U.S. 1875-1932	155 ±1	T
U.S. 1932-present	161 ±1	T
Skills	157 ±4	+
44444	1	M = 51 S.G.=176 G.P.=198
HEALTH	174 ±2	
Safety	He resert	Strand centains fever then ten items.
Sarety Nutrition	170 ±1	
	He resert	Strand centains fever then ten items.
Personal Health		
Substance Abuse	182 ±2	
Growth, Dev & Fam	166 ±1	Shared contains found then ten items
Mental Health	He report	
		N • 51 S.6.=176 Q.P.=19\$

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematica, and Health.

However, your school's sceres do not indicate quality performance in any content area.



<sup>+ \*</sup> the school score
\*\*\* \* the standard error (S.E.)

### **School Centent Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Name: FOWLER ST ELEM

School Code: 5559

**GRADE 5** 

Date Printed: 18AUG9:

Content Area/	Score/	Light sha	ided area = Si	tate Goal [	Dark shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	22
LANG ARTS: READING	173 ±4				00000000		
Literal Comp	197 ±4	!			•	****	
Infer & Crit Comp	164 ±6	}			******		
Reference & Study	176 ±2				••		
		N = 53			S.6.=162	Q.P.×187	
MATHEMATICS	165 ±2	ļ			••••		
Numbers & Num Rel	170 ±2				-		
Operations & Comp	166 ±2				**	••	
Geometry	168 ±1				, ++•	• • •	
Measurement	164 ±3				, ****		
Prob & Stat	191 ±3				ı	errians.	
PROBLEM SOLVING	174 ±2				***	<b>1</b>	
·		N = 53			S.G.=167	0.F.×192	
SCIENCE	158 ±2				<u></u>		
Life Science	158 ±1				÷		
Earth Science	158 ±1				+		
Physical Science	165 ±1				' <b>+</b>		:
Process Skills	164 ±2				***		:
Env/Sci/Tech/Soc	153 ±1			+	•	• • •	•
	<u> </u>	N = 53		<u> </u>	5.6.=168	Q.P. #193	
SOCIAL STUDIES	153 ±1			+	<u> </u>		
Geog Regions	162 ±2			•	** **	X Ag	
Canada Hist/Geog	133 ±0		†		•		
U.S. pre-1791	163 ±1		·		+		
U.S. 1791-1875	151 ±1			+	•		•
U.S. 1875-1932	157 ±1			•	+		
U.S. 1932-present	161 ±1		•		· <b>+</b> •		
Skill <b>s</b>	158 ±3			•	****		
		N = 53			5.6.=170	Q.F.=195	
HEALTH	168 ±2				•••		
Sfty/Prs/Mntl Hlth	178 ±2					- <u>-                                  </u>	
Nutrition	167 ±1				•••	# + # * * * **	
Substance Abuse	178 ±1	1			· • <del> </del> •	\$ 355 L	
Growth, Dev & Fam	166 ±1	1	•		+• '		
		N = 53			S.G.=170	Q.P. ×195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Heelth.

However, your school's scores do not indicate quality performence in any content area.

<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

Note: Cantent Area seemes are sealed separately and are not simple everages of strand seemes.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

こうじゅう こうこうしゅう こうしゅうしゅう こうしゅうしゅう こうしゅうしゅうしゅう しゅうしゅうしゅう しゅうしゃ しゃ しゅうしゃ しゃ しゃ しゃ しゃ しゃ しゃ しゃ しゃ しゃ しゃ しゃ しゃ し	Reading	
2		

	Number Tested		Perc	Percent At/Above National Norm(NP=50)	00V@ Cm(NP=50	_
Grade	1993	1990	1991	1992	1993	*D1ff
01	63	76	04	54	62	
02	63	47	‡	15	32	
03	41	9	34	16	4	
20	42	94	54	17	29	
05	ਲ 4	08	-	48	4	
School Total	263	7.1	42	31	<b>4</b>	12
Elem. 1-5 Schools	23,856	09	54	54	51	ဗ
	Mathematics					
	Number Tested		Percer	Percent At/Above National Norm(NP=50)	ove n(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
	1	1		İ		
0	63	70	52	46	54	
03	63	77	22	37	65	
03	-	84	32	42	26	
•	42	86	9	31	9	
O 5	36	63	33	9	47	

+ Difference = 1993 - 1992

Elem. 1-5 Schools School Total

997

ဗု Ξ

26

9 **4** 

54

43 29

78 67

36 245 23,687

43301 FOWLER ELEMENTARY SCHOOL SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

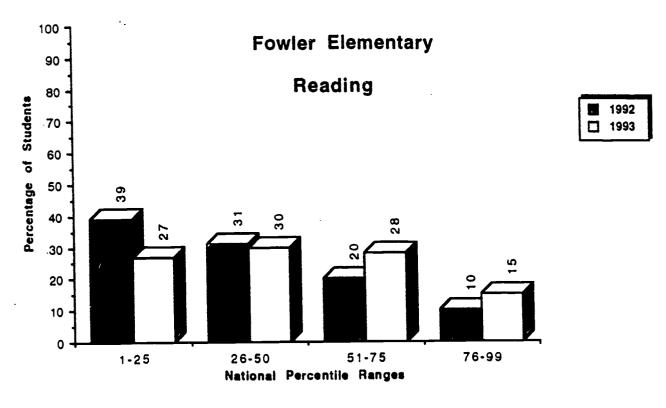
		READING		¥ I	MATHEMATICS	c s
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
00 03 04 05	59 60 39 54 50	38 1 1 2 1 2 3 8 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	64 30 46 46 69	59 60 39 31 32	33 23 17 16	56 63 64 50 50
SCHOOL TOTAL	249	109	‡	231	127	55
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

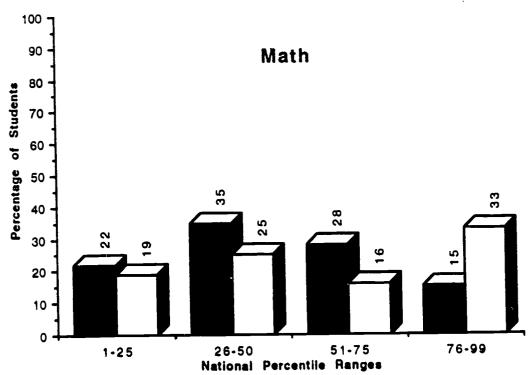
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### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

. . . 4 37 1993 7 Mathematics 35 1992 38 33 36 S. 23 22 School Gain 7 43 42 4 Reading 34 38 36 7 93 34 25 Grade 04 SWP O2 SWP O3 SWP OS SWP

Gain

**▼** 

tics	1993	46	47	38	32	37	38	38	42
Mathemal	1992	39	36	33	34	32	32	34	34
	Z	476	464	556	*	670	732	747	858
i									
	Gain	၉	4	-	ស	•	g	ø	თ
<u>o</u>	1993	38	39	32	38	38	42	<b>Q</b>	45
Readin	1992	32	35	34	33	34	36	34	36
	z	589	574	783	791	738	827	764	889
	a	SWP		SWP		SWP		SWP	
	Grade	Non	SWP	Non	SWP	Non	SWP	Non	OS SWP
		8	8	03	03	2	2	05	02
	Reading	Reading N 1992 1993 Gain N	Reading     N       1992     1993     Gain       589     35     38     3	Reading     N     1992     1993     Gain     N       589     35     38     3     476       574     35     39     4     494	Reading     N     1992     1993     Gain     N       589     35     38     3     476       574     35     39     4     494       783     34     35     1     556	N     1992     1993     Gain     N       589     35     38     3     476       574     35     39     4     494       783     34     35     1     556       791     33     38     5     444	N     1992     1993     Gain     N       589     35     38     3     476       574     35     39     4     494       783     34     35     1     444       731     33     38     5     444       738     34     38     4     670	N         1992         Gain         N           589         35         38         3         476           574         35         39         4         494           783         34         35         1         494           791         33         38         5         444           738         34         38         4         670           827         36         42         670	N         1992         1993         Gain         N           589         35         38         3         476           p         783         34         35         1         494           p         781         34         35         1         444           p         738         34         38         4         670           p         764         34         40         670         732           p         764         34         40         670         747

Gain

Ξ 7 ď ო ល

Scores for studence in the Program for Exceptional Children
are excluded
Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

10/06/93 FOWLER ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results Mean NCE Gains	Students with ITBS Results for Two Years*	
Remedial Education Plan (REF Mean NCE Gains	Students with ITBS Re	

School

. •	Gain	Ŋ	თ	-	<b>=</b>			Gain	4	e-	8	<b>9</b>
tics	1993	28	33	4	7		atics	1993	43	34	37	0
Mathema	N 1992 1993	23	24	<b>4</b> 3	27		Mathem	1992	39	707 37 34	32	34
	z	7	ω	7	6			z	681	707	954	866
						System						
	Gain	-7	16	9	12			Gain		81	4	7
gr	1992 1993	20	0	38	0		Ing			33 35		
Read	1992	27	24	32	28		Read	1992	36	33	35	32
	z	9	15	:	8			z	857	983	1062	1055
	Grade	05	03	8	95			Grade	05	03	8	02

Scores for students in the Program for Exceptional Children are excluded

1006

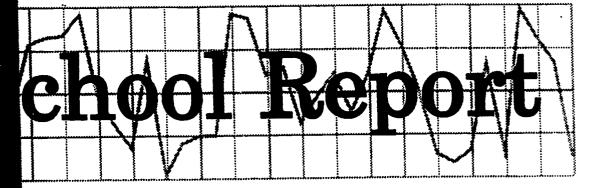
8/04/93 FOWLER ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Total		980	5,478	64	5,489	·65	4,969	46	4.971	<b>4</b> 3	4,917	56	4,799	354	30,623
Το	2		υ.	  -	5,4		₹		4		4		₹		30,
ined	Percent	9	သ	e	7	60	4	a	7		7			•	4
Retained	Z	ß	294	7	408	ស	185	-	113		82		20	£	1,102
<b>pe</b> (	Percent				4	S	2	6	S	5	ស		4	8	•
Admin. Placed	Z				202	3	257	4	260	-	227		191	8	1,137
oted	Percent	46	95	97	68	88	16	68	93	86	96	100	96	94	66
Promoted	z	75	5,184	62	4.879	57	4.527	÷	4,598	42	4.608	56	4.588	333	28,384
		School	System	School	System	Schoo 1	System	Schoo 1	System	Schoo 1	System	School	System	School	System 28,384
	Grade	¥		10		05		03		30		05			

### ATLANTA PUBLIC SCHOOLS



1992-93

### GEORGE HIGH SCHOOL

Research & Evaluation

**Final** 



### GEORGE HIGH SCHOOL 1992-93 FINAL SCHOOL REPORT

ERIC Arat Provided by ETTIC

Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

	Critical Questions	Findings
I.	General Descriptive Characteristics	\ -
	What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement:
		Slight increase in active enrollment,
		High mobility rate,
		• Lower pupil-teacher ratio as compared with the system's ratio,
		• Low percentage of out-of-school suspensions,
		• Smaller percentages of students in the Chapter I reading and mathematics projects as compared with those of the system, but higher percentages in the Remedial Education Program (REP) projects,
		<ul> <li>A slight decrease in the pupil attendance rate, although it was higher than the system's rate in 1992-93,</li> </ul>
		• An increase in the certified staff attendance rate, which was the same as the system's rate in 1992-93.
	1008	1009

	Critical Questions		Findings
Ħ	I. Tests of Achievement and Proficiency (TAP) Were there changes in reading/mathematics achievement		
	with respect to the following:  A. Regular-program students?	•	The percentages of the school's students who scored at or above the national norm on the TAP in 1993 decreased substantially in reading and increased in mathematics.
		•	The school's percentages of students who scored at or above the national norm on the TAP were lower than the system's percentages in both reading and mathematics.
		•	Compared to the performance of ninth graders in 1992, the percentages of tenth graders who scored at or above the national norm were lower in reading and higher in mathematics in 1993.
	B. Students who attended the school for seven or more attendance periods?	•	For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the TAP in reading and mathematics were slightly higher than the percentages obtained when all regular-program students were included in the calculations.
	C. The percentage of students scoring within each quadrant?	•	In reading, the percentages of students in the lowest national percentile ranges (1 - 25 and 26 - 50) and in the highest percentile range (76 - 99) increased slightly, while the percentage in the 51 - 75 range decreased.
		•	In mathematics the percentage of students in the lowest range (1 - 25) decrased, the percentages in the 26 - 50 and 76 - 99 ranges increased, and the percentage in the 51 - 75 range remained the same.
	1010		1011

-2-

ERIC.	Critical Questions		Findings	•
. =	III. Project Results			
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?			
	A. Chapter 1 - Traditional Program	• The sin the syste	The school's participants in the Chapter I reading project averaged a larger gain in the TAP reading scores than participants in traditional programs (Non SWP) systemwide.	
		In m not c gain	In mathematics, the mean NCE score of the school's Chapter I participants did not change, while participants in traditional programs systemwide achieved a gain in the mean NCE score.	
	B. Remedial Education Program (REP)	• The loss syste	The school's participants in the REP reading project averaged a greater NCE loss in grade 9 and a greater NCE gain in grade 10 than participants systemwide.	
		• In m REP	In mathematics the school's REP participants averaged greater NCE gains than REP participants systemwide in grades 9 and 10.	
1	IV. Georgia Basic Skills Tests (GBST)	! !		
	How did the school's cumulative results for the classes of 1991 through 1993 compare to those of the system?	• The to gr	The school's percentage of seniors who completed the GBST requirement prior to graduation decreased substantially in 1993 and was much lower than the system's percentage.	
1	V. Progression Status			
	How did the school's progression status compare to that of the system?	• The high	The school's percentage of students who were promoted to the next grade was higher than the system's percentage at each grade level. All students in grade 12 graduated.	
	TOTE	_		_

ER Frail base Price	
Critical Questions	Findings
VI. Scholastic Aptitude Tests (SAT)	
How did the SAT scores of the seniors compare with the performance of seniors in Georgia and the nation? (Only the latest scores of students are included.)	<ul> <li>Compared with the performance of seniors statewide and nationally, the school's seniors averaged substantially lower scores on both the verbal and mathematics tests of the SAT.</li> </ul>
VII. Advanced Placement (AP)	
A. How does the school's enrollment in each discipline compare to that of the system?	• The school's percentage of students enrolled in AP courses was higher than the system's percentage in language arts and lower than the system's percentage in social studies. No AP courses were offered at the school in either mathematics or science.
B. How does the school's percentage of students enrolled in at least one AP course compare to that of the system's percentage?	<ul> <li>In comparison to the system, the school had a slightly higher percentage of students enrolled in at least one AP course during 1992-93.</li> </ul>
VIII. Postsecondary Pursuits	
How did the school's number and percentage of graduates engaged in postsecondary pursuits compare to those of the system?	Compared to the system, the school had a higher percentage of graduates who enrolled in postsecondary institutions and a lower percentage of graduates who were unemployed following graduation.
EBT:sm - SR#103 Department of Research and Evaluation November 1, 1993	

### 1992-93 HIGH SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

### Tests of Achievement and Proficiency (TAP)

The reading and mathematics subtests of the TAP are administered to students in grades 9 and 10. Each student in grade 11 takes one of five TAP subtests on a matrix sampling basis; therefore, no individual student scores are reported for grade 11.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for at least seven or more of the nine attendance periods and are still-on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics is included.

### Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS/TAP scores for two years (i.e., both 1992 and 1993) are included in the analysis.



### Georgia Basic Skills Tests (GBST)

The GBST are criterion-referenced tests which assess competencies in reading, mathematics, and writing. For students who entered grade 9 before July 2, 1991, passing the GBST is one of the requirements for graduating with a regular diploma. The percentages of all seniors who completed the GBST requirement before graduation are reported.

### Progression Status Report

Progression at each grade level is reported for two categories, promoted or not promoted, and is determined by the number of credit hours earned by students.

### Scholastic Aptitude Tests (SAT)

The SAT are required for admission to many colleges and other postsecondary institutions. Students may elect to take the tests, which are administered through The College Board, at scheduled times during the year. The SAT report for each high school is based on the latest SAT scores for the seniors of the class of 1992 who chose to take the tests.

### Advanced Placement (AP)

The Advanced Placement (AP) Program, which is sponsored by the College Board, offers high achieving secondary students an opportunity to study college level courses. These AP courses prepare students to take an examination in a special area. If they score high enough on the examination, they can exempt a college course at some colleges and/or receive college credit. Data are provided for the disciplines which are targeted in the Atlanta 2000 goals, specifically language arts, mathematics, science and social studies.

### Postsecondary Pursuits

The graduate follow-up data reflect the number and percentage of graduates reported as being engaged in various postsecondary pursuits as of three to six months after the indicated year of graduation.

LHW:ap R&E 8/12/93



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BILINGUAL

ERIC Full Text Provided by ERIC

## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (9-12)

B. ACTIVE ENROLLMENT (END OF YEAR)

ပ

					DIFFERENCE	ENCE	:
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
		* * * * * * * * * * * * * * * * * * * *	1 1			1 ( 1 1 2 2 1 1	* * *
SCE	#00L 775	683	702	œ	e. -	-73	7.6-
ALL	ALL HIGH 14, 106	13,505	12,630	-875	-6.5	-1,476	- 10.5
STA	STAFF/SCHOOL FACTORS (END OF YEAR)			SCHOOL	100r	ALL	FIE
1	: : : : : : : : : : : : : : : : : : :			NUMBER	NUMBER PERCENT	NUMBER	PERCENT
-	DIDTIS ON ACTIVE DOLL						
:	SEVEN OR MORE ATTENDANCE PERIODS	v.		653	83	11539	16
	LESS THAN SEVEN ATTENDANCE PERIODS	90s		4	7	1112	œ
0	PUDIT UDANSFERS:						
i	NT OF PUPILS NEW	SCHOOL		122	17	2728	22
	NUMBER/PERCENT OF PUPILS NEW TO	APS		<b>6</b>	42	1499	4
				.37		16.	
<u>ښ</u>	PUPIL-TEACHER RATIO			19.6		20.3	
÷	OUT-OF-SCHOOL SUSPENSIONS			21	က	1025	<b>6</b> 0
Ġ	PUPILS IN PROJECTS:						
	CHAPTER I READING			45	Φ	1770	=
	CHAPTER I MATH			32	, in	1581	13
	REP READING			187	27	1171	•
	REP MATH			138	50	1106	•
	MAGNET ENROLLEES			82	12	3272	<b>5</b> 6

OB/O6/93
EEDRGE HIGH SCHOOL

C. STAFF/SCHOOL FACTORS (END OF YEAR)	SCH	SCH00L	ALL	ALL HIGH
	1	1		!
	NUMBER	PERCENT	NUMBER	PERCENT
	•	1 1 1 1	1 1 1 1 1	1 1 1 1 1
6. PERCENT PUPIL ATTENDANCE:				
1990-91		84.5		86.0
1991-92		89.6		85.7
1992-93		89.4		84.5
7. PERCENT CERTIFIED STAFF ATTENDANCE:				ı
1990-91		98.3		4.76
1991-92		98.3		97.5
1992-93		97.2		97.2
8. HIGH SCHOOL DROPOUTS 1991-92		=		5

Reading

Number Percent At/Above Tested National Norm(NP=50)	1990	38	155 36 30 27	376 34 32	6,097	Mathematics	Number Percent At/Above Tested National Norm(NP=50)	1880 1881	222 40 36 25	155 40 46 33	377 40 41 28	6 143
	Grade	60	Q.	School Total	All High			Grade	60	01	School Total	G5H V

-9-

+ Difference = 1993 - 1992

GEORGE HIGH SCHOOL 22322 SCHOOL:

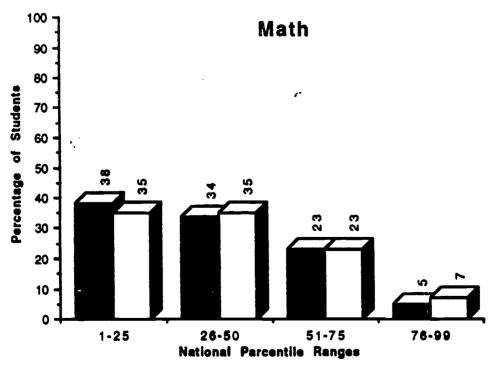
MATHEMATICS

		READING		×	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTEO	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
09 01	206 148	67 35	33 24	207	66 85	333
SCHOOL TOTAL	354	102	53	355	111	31
ALL HIGH SCHOOLS	5,606	2.124	38	5,645	1,989	35

-10-

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or **Tests of Achievement and Proficiency** 100 90 George High School 80 Percentage of Students 70 Reading 1992 60 **1993** 50 37 40 30 20 10 0 1-25 26-50 51-75 76-99

National Percentile Ranges



Department of Research and Evaluation A. Pruet/August 12, 1963



Chapter I Results
Mean NCE Gains
Students with TAP Results for Two Years\*

School

		Gain		
tics		1993		27
Mathematics		1992	İ	27 27
		z		31
		<u>_</u>	ı	Ξ
		Gain		
D C		1992 1993		32
Reading		1992		21
		z		7
		Grade		O9 Non SWP

		Gain	-	7	ო
	ics	1993	335 24 25	21	25
	Mathemat	1992	24	22	22
		z	335	123	101
System					
		Gain	7	4	ø
	Q.	1993	58	56	28
	Reading	1992	22 29	22	22
		z	513	127	74
		Grade	O9 Non SWP	dMS 60	10 SWP

\* Scores for students in the Program for Exceptional Children are excluded Key: SWP = School Wide Project School(s) NonSWP = NON-School Wide Project School(s)

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Remedial Education Plan (REP) Results
Mean NCE Gains
Students with TAP Results for Two Years\*

School

	Ga in	8	4			Gain	7	61
atics	1993	<b>4</b>	32		400	1992 1993	33	29
Mathem	N 1992 1993	<b>4</b>	31		Mathematical Section 1	1992	37	27
	Z	58	20			z	368	174
					System			
	G t a	សុ	•			Ge in	-2	
fing .	1992 1993				50	1992 1993	37	35
Read	1992	<b>6</b>	58		Q.	1992	36	32
	z	<b>3</b>	25			z	439	175
	Grade	60	9			Grade	60	9

\* Scores for students in the Program for Exceptional Children are excluded

George High School July 1993

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GEORGIA BASIC SKILLS TESTS (GBST)
CUMULATIVE RESULTS AS OF END OF SENIOR YEAR
FOR CLASSES OF 1991 THROUGH 1993

	S	Students With GBST Record	GBST Record				:
	Completed R	Completed Requirement	Not Yet Completed Requirement	Yet lequirement	Students Without GBST Record	Without ecord	Total
Year	Z	%	z	%	Z	%	Z
School							
1991	. 152	95	13	<b>∞</b>	•	;	165
1992	150	66	-	-	<b>;</b>	:	151
1993	140	88	20	13	0	0	160
System		·					
1991	2,865	94	176	9	19	-	3,060
1992	2,581	95	116	4	14	-	2,711
1993	2,671	94	148	. 5	15	1	2,834

Data Base: All seniors (including handicapped) as of June each year

All percentages were rounded to the nearest whole number. Note:

1992-93 Progression Status Report

8/23/93 GEORGE, HIGH SCHOOL

Grades 9 - 12

Total	Z	244	4,201	· 161	2,980	133	2,578	159	2,662	697	12,421
Not Promoted	Percent	25	31	OF	17	y	12		<b>*</b>	12	18
	Z	19	1,323	*-	908	<b>8</b> 0	318		101	883	2,248
Promoted	Percent	75	69	16	<b>60</b>	8	88	100	96	88	83
	z	183	2,878	147	2,474	125	2,260	159	2,561	614	10,173
		Schoo1	System 2,878	10 School	System 2,474	11 School	System 2,260	12 School	System	School	System 10,173
	Grade	60		01		11		12			

# SCHOLASTIC APTITUDE TESTS (SAT) PERFORMANCE OF 1991 AND 1992 COLLEGE BOUND SENIORS

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## GEORGE HIGH SCHOOL

	18	1991	Taking the SAI	1992
	No.	Percent	No.	Percent
School	82	54	66	65
System	1643		1556	28
	·	-		

	SAT Verba	erbal	SAT Mat	SAT Mathematics	SAT	SAT Total
	1991	1992	1991	1992	1991	1992
School	276	302	323	324	599	626
System	350	346	393	395	743	741
State	400	398	444	444	844	842
Nation	422	423	474	476	968	899

MGB:cd June 24, 1993



8/10/93 GEORGE HIGH SCHOOL

ENROLLMENT IN SELECTED ADVANCED PLACEMENT (AP) COURSES
FIRST AND SECOND SEMESTERS, FY '93

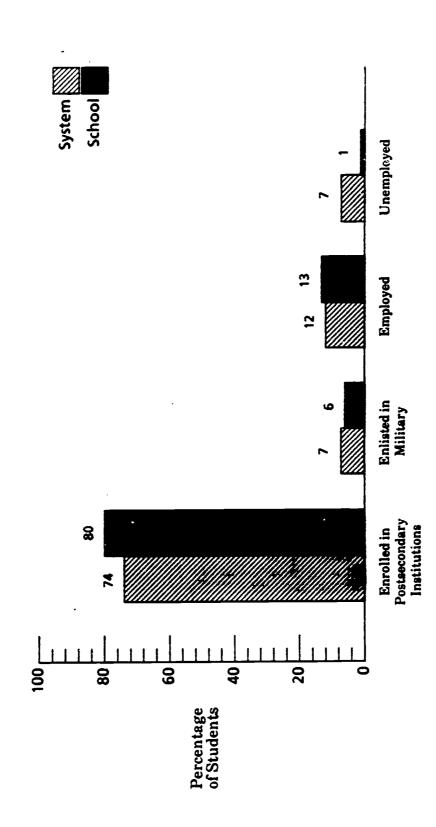
Z

DISCIPLINE/COURSE		SCHOOL	SCHOOL	t' t		SYSTEM		
	NUMBER	NUMBER STUDENTS ENROLLED	ENROLLED		NUMBER ST	NUMBER STUDENTS ENROLLED	LED	
LANGUAGE ARTS	٩	NON-AP	TOTAL	% AP	ΑÞ	NON - AP	TOTAL	% <b>AP</b>
ENGLISH I-II	36	96	132	27	579	2,744	3,323	17
ENGLISH III-IV	51	146	197	<b>26</b>	706	2,393	3,099	23
TOTAL	87	242	329	26	1,285	5, 137	6.422	70
MATHEMATICS								
SH 1112 1 4 2		24	24		317	242	559	57
T01AL		24	24		317	242	528	57
SCIENCE								
200		302	302		225	6,632	6,857	ო
		86	98		50	1,246	1,296	4
>Q1-7-11-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-		184	184		95	3,023	3,118	ო
TOTAL		584	584		370	10,901	11,271	ო
SOCIAL STUDIES								
DEVELOPMENT OF U.S. DEMOCRACY/ Modern U.S.	4	304	318	₹	415	5,470	5,885	7
TOTAL	<u>.</u>	304	318	4	4 15	5,470	5,885	7
TOTAL ALL COURSES	101	1,154	1,255	30	2,387	21,750	24, 137	5
	z	% OF	% OF SCHOOL ENROLLMENT	OLLMENT	z	% OF SYSTEI	SYSTEM ENROLLMENT	<b>-</b>
STUDENTS ENROLLED IN AT LEAST ONE AP COURSE	52		<b>00</b>		882		, 10	1038
3 ( ( )								

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# Postsecondary Educational and Career Pursuits Atlanta Public Schools Graduates -- Class of 1992

(Percentages by Total Graduates Reporting)



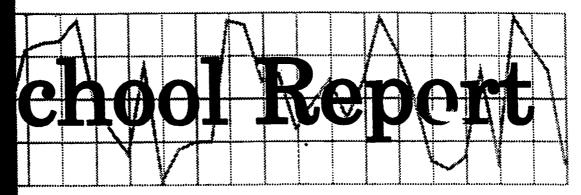
## Class of 1992 Database

		1040
Percent Responding	100	95
Number Responding	152	2,174
Number Graduating	152	2,279
·	School	System

EGL Jep Department of Research and Evaluation 7/15/93

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### ATLANTA PUBLIC SCHOOLS



1992-93

### GIDEONS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### ERIC Full Text Provided by ERIC

## GIDEONS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

This report highlights key demographic and achievement factors which may have influenced the school's academic progress: Polly Addy, Research Assistant

Critical Questions		Findings
I. General Descriptive Characteristics		
What critical school factors may have influenced student performance?	•	Active enrollment has decreased by 6.4 percent over a 3-year period which is similar to the decrease of the system.
	•_	The pupil mobility index was .38 which was the same as that for the system.
	•	Sixty-one percent of the kindergarten students had pre-school experiences.
	•	Pupil attendance at the school remained the same from FY '92 to FY'93, but it was slightly higher than that for the system for FY '93.
	•	There was an increase in the percentage of certified staff attendance from FY '92 to FY '93, and it was higher than that for the system for FY '93.
II. Performance-Based Assessment	-	
<ul> <li>A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?</li> </ul>	•	The GKAP capabilities and indicators showed percentages from 90 to 95 that received "yes" ratings which indicates that 90 percent or more of the students are prepared to enter a developmentally appropriate first grade.
1042		1043

٩	
· Critical Questions	Findings
II. Performance-Based Assessment (continued)	
B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers by the end of the year (Stages 6 or 7). At the school, 48.6 percent of the students were in these stages, and 4.9 percent were in the higher Stage 8.
C. What changes took place from the pretest to the post-test on the whole language Periodic Reading Survey?	• For fiction matched scores there were 24 percent fewer students in the Lower Adequate/Needs Improvement Categories and 22 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 2 percentage points.
·	<ul> <li>For nonfiction matched scores there were 13 percent fewer students in the Lower Adequate/Needs Improvement Categories and 8 percent more students in the Upper Adequate Category. Middle Adequate gained 5 percentage points.</li> </ul>
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Social Studies for 1992 and 1993. Additionally, for both years the scores met or exceeded the state goal on all three Reading strands; all six Mathematics strands; the Life Science strand in Science; and three of the four Social Studies strands.
1044	however, the scores indicated quality performance on the Literal Comprehension strand in Reading (1992).
The state of the s	OF OT

Critical Questions		Findings	,
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (continued)			
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?		•	
B. Grade 5	•	Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, and Health (1992 and 1993) and in Mathematics (1992). The scores met or exceeded the state goal for both years on all three Reading strands; four of the six Mathematics strands; and the Substance Abuse strand in Health. The scores also met or exceeded the state goal on the Measurement strand in Mathematics (1992); the Nutrition strand in Health (1992); and the Safety/Personal/Mental Health strand in Health (1993). The school's scores did not indicate quality performance in any content area for either year; however, the scores indicated quality performance on the Literal Comprehension strand in Reading for 1992 and 1993.	
IV. Iowa Tests of Basic Skills (ITBS)			_
Were there changes in reading/mathematics achievement with respect to the following:			
A. Regular-program students?	•	From FY '92 to FY '93, the school showed a decrease of 11 for reading and a decrease of 1 for mathematics in the percentage of students at or above national norm. These percentages compared to a -3 in both subjects for the system.	
<ul> <li>B. Students who attended the school for seven or more attendance periods?</li> <li>1046</li> </ul>	•	In comparison to all students tested, those who were enrolled for seven or more attendance periods had the same percentages of students at or above national norm in reading and mahtematics.	

-3-

) IC	Critical Questions		Findings
<u>&gt;</u>	IV. Lowa Tests of Basic Skills (ITBS) (continued)		
	Were there changes in reading/mathematics achievement with respect to the following:		
	C. The percentage of students scoring within each quadrant?	•	There were increases from FY '92 to FY '93 in the percentages of students scoring in lowest quadrants and decreases scoring in the highest quadrants for reading and mathematics.
>	Project Results		
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?		
	A. Chapter 1 - Schoolwide Project	•	There was a loss in NCE for students in the Chapter I Schoolwide Project in reading for grade two, but there were gains in NCE at grades three, four, and five. The students in mathematics showed a gain in NCE at grades two and five and there were losses at grades three and four.
	B. Remedial Education Program (REP)	•	There were losses in NCE for the students in the Remedial Education Program (REP) reading and gains in NCE for the students in the mathematics program.
5	VI. Progression Status		
	How did the school's progression status compare to that of the system?	•	Ninety-four percent of the students at the school were promoted compared to 93 percent for the system; 3 percent were administratively placed compared to 4 percent for the system and 4 percent were retained which was the same percentage as that for the system.
		_	Cr

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonficion reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93

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# GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5) PRE-K (APS PRE-SCHOOL) ₹

ACTIVE ENROLLMENT (END OF YEAR) ₩.

					3	OIFFERENCE	ENCE	
		1990-91	1991-92	1992-93		PERCENT	3 YEARS	PERCENT
SCH	SCHOOL ALL ELEMENTARY	598	565	560 31,480	-2,311	, o, es,	- 38 - 38 - 2,940	. 4.0.
ST	STAFF/SCHOOL FACTORS (END OF	YEAR)			SCHOOL			ELEMENTARY
•					NUMBER	PERCENT	NUMBER	PERCENT
<u>:</u>	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS NDANCE PERIOD	s		478	: 80 <del>-</del> : 70 70	27498 3982	87
4	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW MOBILITY INDEX		TO SCHOOL TO APS		160 34 38	29 6	9541 3873 .38	130
e,	PUPIL-TEACHER RATIO				22.4		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	s			•	•	111	0
ĸ,	PUPILS IN PROJECTS:							
	CHAPTER I READING				260	8	15734	0
	CHAPTER I MATH				260	<u>\$</u>	14903	47
	REP READING				35	9	4384	7
	REP MATH			٠	32	φ	3768	12
	SPECIAL INSTRUCTIONAL	L ASSISTANCE			374	67	1083	ო
	AFTER-SCHOOL PGM. FOR	R SCHOOL-AGE CHILDREN	CHILDREN		29	ß	2028	9
	BILINGUAL				-	•	748	8



ပ

ပ	C. STAFF/SCHOOL FACTORS (END OF YEAR)	SC	SCHOOL	ALL EL	ALL ELEMENTARY	
			PERCENT		PERCENT	
	PUPILS IN KINDERGARTEN AND FIRST GRADE:					
	K-GARTEN - APS PRE-SCHOOL	21	27	291	ស	
	K-GARTEN - HEAD START	8	64	389	. 7	
	K-GARTEN - COMMUNITY PRE-SCHOOL	39	38	2257	42	
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	40	39	2391	<b>10</b>	
	FIRST GRADE - APS K-GARTEN	83	86	4862	9	
	FIRST GRADE - NON-APS K-GARTEN	64	8	481	<b>G</b>	
	FIRST GRADE - NO K-GARTEN	•	0	09	-	
	6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		0 0 0 4 4 4 4 00 00		9 9 9 4 4 4 4 4	
	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.1 96.99		97.2 97.4 97.4	



# Georgia Kindergarten Assessment Program 1993

Overal	Overall Capability	ty		
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	Cap
•	School	System	State	
·				I. Commu
I. Communicative	91	93	92	A. Proc
	01	60	60	B. Proc
ii. Logicai-mathematicai	76	90	8	C. Com
III Physical	94	97	96	D. Dem Lite
W Personal	86	76	86	II. Logical
1	3			A. Sort
V. Social	94	94	93	B. Mak
				C. Kno
Total Number Reported	102	5,325	95,915	D. Ext

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
1. Communicative			
A. Processes Visual Information	26	86	85
B. Processes Auditory Information	91	92	62
C. Communicates Orally	06	91	92
D. Demonstrates Emergent Literacy	92	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	91	06	91
B. Makes Comparisons	06	91	91
C. Knows Numbers 1 to 10	95	93	93
D. Extends Patterns	06	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts

  - recognizes similarities/differences in colors, shapes, letters\*, and words
- interprets pictures

  B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
    - sequences pictures to tell a story makes predictions

    - distinguishes between letter\*, word\*, and sentence
    - dictates stories to be written by the teacher
    - demonstrates understanding of the relationship between spoken and written language

    - prints name and simple, self-selected words
      attempts to "write," including drawing,
      scribbling, writing letters, using inventive
      spelling, using conventional spelling, or
      writing whole sentences\*
    - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length\*

  - uses graphs to make comparisons
     demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

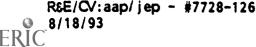
- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling
  D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers
    attempts new activities without undue
  - anxiety or fear
- plays well with other children

  B. Initiates Independent Activities

  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly follows classroom rules
  - I treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- \*Skille Assessed with Structured Assessment Activities.



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PUBLIC	STAGE OF WRITING DEVELOPMENT*	END OF KINDERGARTEN - 1993	
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80	Ē	ä	ğ
>	2	ž	Ŝ
٥	3	×	>
	9	6	GIDEDNS ELEMENTARY SCHOOL
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7	R PERCENT	5.4.9	1.9	3.9	18 17.5	19 18.4	38 36.9	11.7	5.4.9
	NJMBER	STAGE 1: PICTOGRAPHIC WRITER	STAGE 2: SCRIBBLE WRITER	STAGE 3: INVENTED WORD WRITER	STAGE 4: COPIER	STAGE 5: NEW WORD WRITER	STAGE 6: PHRASE/SENTENCE WRITER 3	STAGE 7: SIMPLE STORY WRITER	STAGE 8: INTERMEDIATE STORY WRITER

7/21/93

<u>.</u>

103

TOTAL NUMBER

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9

Advanced Story Writer Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

R&E:jep 8/16/93 #441-107



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PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY R
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

GIDEONS ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		74	74		45	45		67	49		61	61		1770	241	\$
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	LOWER		16	<del>.</del>	Ŧ	13	ო	- 10	4	ស	-	12	8	- 10	<b>4</b>	e c	- - - - -
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	LENT	×	0	7	7	4	42	38	31	2	- 10	<b>8</b> 2	31	13	;		g Ø
	EXCELLENT	z	0	ស	ស	8	19	11	21	7	-7	Ξ	19	<b>60</b>	70	, r	83
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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

1064

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

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10/5/93

32

PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

GIDEONS ELEMENTARY SCHOOL

68 68 69 137 TUTAL NEEDS IMPROVEMENT N % 32 46 24 35 -8 -11 523 28 53 38 15 147 \*440 464 200 LOWER 5 4 4 897 0 56 18 23 5 **5** € € × ADEQUATE MIDDLE z ~ ± φ **∞** ∞ ○ 25 31 6 UPPER % a <del>1</del> r 19 27 8 264= z φ ≎ **∢** 27 37 , 22 2 × **440** EXCELLENT N + + 1 - 6 4 លលល LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE

1068

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

### **School Content Area Summary**

System Name: ATLANTA CITY

·System Code: 761

School Name: GIDEONS, CHARLES ELEM

School Code: 2560

**GRADE 3** 

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.	1		ate Goal, dark	shaded area =	Quality Perfor	mance
	0.6.	100	125	150	175	200	. 225
LANG ARTS: READING	181 ±3				***		
Literal Comp	187 ±3	İ			1		
Infer & Crit Comp	176 ±3				****		
Reference & Study	178 ±2				eafer	•	
		M = 93			8.#16 <u>5</u> 0.	P.#156	
MATHEMATICS	182 ±3				***		
Numbers & Num Rel	180 ±2				, • <del>• ••</del>		
Operations & Comp	184 ±2				· · · · · · · · · · · · · · · · · · ·		
Geometry	175 ±2				- <del> </del> -		
Measurement	183 ±2				,		
Prob & Stat	189 ±1				•	•••	
PROBLEM SOLVING	181 ±2				**		
		N = 93		<b>S.</b> .	0.=167 <u>'</u> 0.	P.#152	
SCIENCE	160 ±2			•••	•		
Life Science	170 ±2	}	-	•			
Earth Science	162 ±2			••	· <del> ••</del>		
Physical Science	148 ±1			· ┿			•
Process Skills	159 ±1			+			
Env/Sci/Tech/Soc	161 ±2			••	••	influence of	
	+	H = 93			8.9167 <u>g</u> .	P.#152	
SOCIAL STUDIES	169 ±3				***		
Communities	168 ±2				**		
Citizenship	179 ±3	1				• • •	
American Heritage	160 ±1	1		+	•		
Skill <b>s</b>	177 ±2			•	**		
	<u> </u>	N = 93			6.=167 <u>6</u> .	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

1069

† = the school score



### **School Content Area Summary**

System Name: ATLANTA CITY .

System Code: 761

School Name: GIDEONS, CHARLES ELEM

School Code: 2560

**GRADE 3** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ . S.E.	Light shaded area	= State Goal Dari	k shaded area 175	= Quality Perfor	mance 225
LANG ARTS: READING	169 ±2			**	X. 32 W. 12	
Literal Comp	174 ±2			-f		
Infer & Crit Comp	170 ±3					
Reference & Study	171 ±1	j				
		N = 98	s.	Q.=165	0 <b>8</b> 21 44	
HATHEMATICS	177 ±2			***	H. Barretter C.	
Numbers & Num Rel	177 ±2				- Reillerj	
Operations & Comp	181 ±2					. j
Geometry	175 ±1			+		
Measurement	178 ±1			<b>क</b>		
Prob & Stat	188 ±1			T		
PROBLEM SOLVING	178 ±2	į			Τ	
	<u> </u>	N = 98	S.	g.=167	0.P.#192	Section 1
SCIENCE *	155 ±2		*****			
Life Science	170 ±1		į.	44-		
Earth Science	162 ±1		•			ans and Tana
Physical Science	146 ±1		+	1		
Process Skills	156 ±1		, ata			
Env/Sci/Tech/Sec	151 ±3		*******	·		
		N = 98		G.=167	0.F. 1142	
SOCIAL STUDIES	165 ±2			estes.		:
Communities	166 ±2			t <del>refes</del>		
Citizenship	171 ±3	1		l seden		e.
American Heritage	162 ±1		•	+• {		
Skills	168 ±2			T. sales		
	<u> </u>	M = 90	<b>Q</b> .	9.=167 g	.P.#1#2	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secree are scaled separately and are not simple averages of strand secree.



<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (\$.E.)

### **School Content Area Summary**

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: GIDEONS, CHARLES ELEM

School Code: 2560

Date Printed: 11HOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State God	al, dark shaded an	ea = Quality Perfor	mance
		100 125 1	50 175	200	225
LANG ARTS: READING	178 ±3			•	
Literal Comp	190 ±4		·	*****frees	
Infer & Crit Comp	175 ±4		·····	•	
-Reference & Study	179 ±2		, ************************************	•	
		M = 98		6.7.9187	
MATHEMATICS	165 ±2		**	<del> </del>	-
Numbers & Num Rel	172 ±2			17:11	
Operations & Comp	161 ±2		**	*. 	
Geometry	166 ±1		•	er er	
Heasurement	170 ±3		l males	AWA.	
Prob & Stat	186 ±2		1	estes	
PROBLEM SOLVING	173 ±2		eules	<b>₹</b>	
<u>,                                      </u>	<u></u>	H = 92	3.9.9167	A.P. #152	
SCIENCE	155 ±2		***		
Life Science	163 ±1		1 <b>-4</b> -		
Earth Science	156 ±1		—————————————————————————————————————		
Physical Science	159 ±1		"I" ede		
Process Skills	160 ±2		T .		
Env/Sci/Tech/Sec	147 ±0		<del>'''</del>		
		M = 93 .	2.6.0166	A.P.+193	
SOCIAL STUDIES	155 ±2		***		
Geog Regions	153 ±2		-	1. 17.1	
Canada Hist/Geog	No recent	Strand centains fewer then ten items.	***	•• •	
U.S. pre-1791	162 ±1	The serve with the server serv	-t-	•	
U.S. 1791-1875	154 ±1		*	•	
U.S. 1875-1932	161 ±1	1	<b>+</b>		
U.S. 1932-present	165 ±1	1	<b>+</b>	*	
Skills	152 ±3		<b>.</b>	· · · · · · · · · · · · · · · · · · ·	
<b>UR444</b>	132 13	M = 93			
HEALTH	176 ±2		3.8.+176	A.P. #188	
Safety	He resert	Strand centains fower than ten items.	**	7. · · · · · · · · · · · · · · · · · · ·	
Nutrition	1			6.3	
Personal Health	172 ±1	Channel annual transfer days are transfer	+	:: **	
		Strand centains fewer then ten items.			
Substance Abuse	184 ±2			<del></del>	
Growth, Dev & Fam	168 ±1		+	i	
Mental Health	No report	Strand contains fever than ten items.			
	<u> </u>	N = 93	S.8.=176_	<b>0.7.=1#</b> 8	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any contant area.

† = the school score --- = the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: GIDEONS, CHARLES ELEM

School Code: 2560

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.				a = Quality Perform	nance
LANG ARTS: READING	170 ±3	100 1	25 150	175	200	225
Literal Comp	170 ±3	}		***		
Infer & Crit Comp	163 ±4				****	
Reference & Study	175 ±2			****		
Reference & Study	1/5 12			**		
MATHEMATICS	163 ±2	N = 78	<del></del>	S.G.≈162	0.8.×167	
Numbers & Num Rel	169 ±1			•••		
Operations & Comp	164 ±2			+	N.A.	
Geometry	168 ±1			•••	19 (1) 1 21 (1) 1 (1) 1 (1)	
Measurement	163 ±3			+	학생 (1975) 한경상 2	
Prob & Stat	189 ±2			***		
PROBLEM SOLVING	171 ±2				***	
INDUCEN SULVING	1/1 12	W = 76				
SCIENCE	152 ±1	N = 78		3.6.=167	0.P.=192	
Life Science	156 ±1		+			
Earth Science	158 ±1			<b>+</b> .		
Physical Science	163 ±0			<b>+</b>		
Process Skills	162 ±2			<u>,</u> †		
Env/Sci/Tech/Soc	149 ±1			•		
	• • • • • • • • • • • • • • • • • • •	H = 78	+			
SOCIAL STUDIES	151 ±1	7 - / 9	<del></del>	5.0.=168	0.7.*198	·
Geog Regions	161 ±1		+		**************************************	. :
Canada Hist/Geog	134 ±0			+		
U.S. pre-1791	162 ±1		7	.1.		
U.S. 1791-1875	151 ±1		.1.	+	2000 V 2000 V 1	:
U.S. 1875-1932	158 ±1		+			٠., ٠
U.S. 1932-present	159 ±1			<b>**</b> *		· .
Skills	154 ±2		_	<b></b>		٠.
		N = 78	•	+•• 		
HEALTH	171 ±1				Q.P. *19\$	
Sfty/Prs/Mntl Hlth	177 ±1			**		··· ··
Nutrition	167 ±1			<b>44</b> 5		
Substance Abuse	182 ±1			<b>T</b>		
Growth, Dev & Fam	167 ±0			, 4		
		N = 76		T S.G.=170	Q.P.=19\$	

Taking into eccount the standard error (S.E.):

Your school's scores meet or axceed state goel in the areas of Lenguage Arts: Reeding and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

<sup>1072</sup> 

te: Content Area secres are scaled separately and are not simple averages of strand secree.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993	79 63 80 95	57 56 70 31	68 39 72 67	59 63 79 58	76 37 67 62	68 52 74 63	60 54 54 51	Mathematics	Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +Diff	92 76 84 91	87 84 84 74	49 37 65 60	51 53 67 62	53 46 53 62	66 61 71 70	99 09 09
Number Tested	1993	87	<b>8</b>	68	85	69	411	23,856		Number	1993	87	8	68	85	69	411	000
							School Total	Elem. 1-5 Schools									School Total	

1073

+ Difference = 1993 - 1992

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GIDEONS ELEMENTARY SCHOOL 41329 SCHOOL: READING

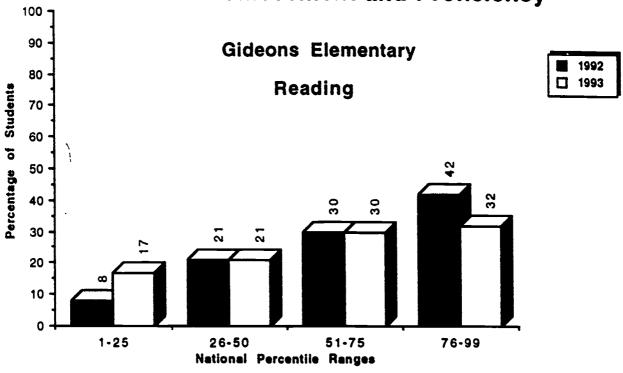
S MATHEMATIC

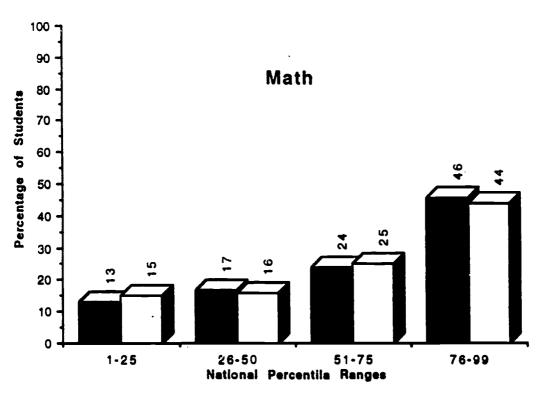
, 90400	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE
O. O. O.	79	F 27	# 40 40	79	7.2	E C
600	47	52 52	8 e	47	20.	76
60	72	20	69	72	42	28
90	16	7	54	76	45	23
02	63	. +0	63	63	<b>Q</b>	63
SCHOOL TOTAL	364	231	63	364	255	70
ELEMENTARY K-5 SCHOOL	SCH00LS 21,280	11,200	53	21,123	12, 103	57

1075

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### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





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Department of Research and Evaluation A. Pruett/September 1993

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

Mathematics	e	13 34 42 · 8					Mathematics		476 39 46 7							858 34 42 8
	Ga in		0	4	7	System		Gatn	6	*	-	ທ	*	g	9	<b>G</b>
٥		42 35					Reading	1993	35 38	39	35	38	38	42	<b>Q</b>	45
Reading	1992	42	38	38	38		Resid	1992	35	32	34	33	34	36	34	36
	z	9	58	30	9			z	589	574	783	791	738	827	764	889
	Grade	O2 SWP	O3 SWP	O4 SWP	OS SWP			Grade	02 Non SWP	O2 SWP	O3 Non SWP	O3 SWP	04 Non SWP	O4 SWP	O5 Non SWP	OS SWP

\* Scores for students in the Program for Exceptional Children are excluded Kay: SWP = School Wide Project School(s) NonSWP = NON-School Wide Project School(s)

1079

1078

-23-

1081

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain			-	Ø				Gain		e-	a	9
at ics	1993			35	41			atics	1993	43	34	37	9
Mathema	1992 1993			34 35	32			Mathem	1992	39 43	37	35	34
	z			17	12				z	681	707	954	866
							System						
	Gain		-14	ស្	Ŧ				Ga in		81	4	7
<b>D</b>	1992 1993							tng	1993	36 36	35	39	42
Xee D	1992		9	43	46			R.	1992	36	33	35	35
	z		-	8	<del>ದ</del>				z	857	983	1062	1055
	Grade	05	03	9	05				Grade	03	03	9	02

\* Scores for students in the Program for Exceptional Children are excluded



1992-93 Progression Status Report

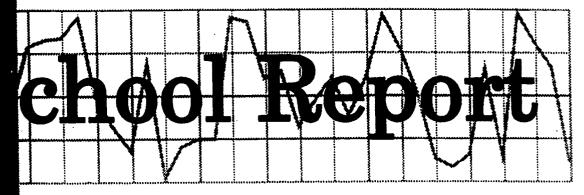
Grades K - 5

		P.	Promoted	Admin. Placed	aced,	Ret	Retained	Total
Grade	_	z	Percent	Z	Percent .	z	Percent	Z
×	School	96	63			7	7	103
	System	5,184	95			294	ហ	5,478
10	Schoo1	8	96	8	7	က	က	<b>36</b>
	System	4.879	60	202	•	408	7	5,489
00	Schoo1	7.8	16	•	ß	4	ဟ	98
	System	4.527	16	257	ĸ	185	<b>▼</b> ,	4,969
60	Schoo )	<b>76</b>	66			-	-	96
	System	4.598	92	260	9	113	8	4.971
<b>7</b> 0	School	83	86	6	6	ဖ	S	97
	System	4.608	94	227	S	82	8	4.917
\$6	School	83	66	-	-			84
	System	4.588	96	191	•	50		4.799
	School	524	76	16	m	50	4	960
	System 28,384	28,384	66	1, 137	•	1, 102	•	30,623





### ATLANTA PUBLIC SCHOOLS



1992-93

### GORDON ELEMENTARY SCHOOL

Research & Evaluation *Final Copy* 



### GORDON ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>Active enrollment decreased by 8.1 percent over a three year period compared to a decrease of 5.3 percent for the system.</li> </ul>
	<ul> <li>Eighty percent of the pupils were on active roll for seven or more attendance periods.</li> </ul>
	<ul> <li>The pupil mobility index was .81 which was extremely high compared to .38 for the system.</li> </ul>
	<ul> <li>Seventy-four percent of the kindergarten pupils had from zero to 6 months of preschool experiences.</li> </ul>
	<ul> <li>There was a slight increase in the percentage of pupil attendance from FY '92 to FY '93, but the percentage for FY '93 was slightly lower than that for the system.</li> </ul>
	• There was a slight decrease in the percentage of certified staff attendance from FY '92 to FY '93; however, it was slightly higher than that for the system in FY '93.
1085	1086



Findings	
Critical Questions	

### II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?
- C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

-2-

- Of the five capabilities, only the Physical had a percentage of ninety or more receiving a "yes" rating. On the Communicative and Logical-Mathematical capabilities (assessed by structured activities), all of the key indicators had percentages of 80 or below that received "yes" ratings; therefore, all key indicators suggest a need for attention.
- Systemwide the majority of kindergarten students were in Stages 6 or 7 by the end of the year. At the school only 12.5 percent were in these two stages, and the majority (69.6 percent) of the Gordon students were in the lower Stage 4.
- For fiction matched scores there were 14 percent fewer students in the Needs Improvement category and 17 percent more students in the Excellent/Upper Adequate categories.
- For nonfiction matched scores there were 5 percent fewer students in the Lower Adequate category but 7 percent more in the Needs Improvement category. Also, there were 6 percent more students in the Excellent/Upper Adequate categories but 7 percent fewer students in the Middle Adequate category. (It is the goal to reduce percentages in the Needs Improvement/Lower Adequate categories and to increase percentages in the Middle/Upper Adequate and Excellent categories.)

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# III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?

A. Grade 3

B. Grade 5

### Findings

- Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Mathematics (1992 and 1993) and in Social Studies (1993). The scores also met or exceeded the state goal on the Literal Comprehension and Reference and Study strands (1992 and 1993) and Inference and Critical Comprehension strand (1993) in Reading; all Mathematics strands in 1992 and 1993; the Life Science strand (1992 and 1993) and Earth Science strand (1993) in Science; two of the four strands (1992) and three of the four strands (1993) in Social Studies.
- Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading and Health (1992 and 1993) and in Mathematics and Social Studies (1993). Additionally, the scores met or exceeded the state goal on all three strands in Reading (1992 and 1993); the Probability and Statistics strand in Mathematics (1992); all six Mathematics strands (1993); Geographical Regions strand in Social Studies (1993); the Safety/Personal Health/Mental Health strand, and the Nutrition strand in Health (1993); and Substance Abuse strand in Health (1992 and 1993). The scores indicated quality performance for 1993 in the content area of Language Arts/Reading, in all three of the Reading strands and on the Probability and Statistics strand in Mathematics.

Critical Questions	Findings
IV. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• From FY '92 to FY '93, the school showed an increase of three in reading and 10 for mathematics in the percentage of students at or above national norm.  These percentages compared to a decrease of three in reading and a decrease of three in mathematics for the system.
B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods had higher percentages of students at or above national norm in reading and mathematics.
C. The percentage of students scoring within each quadrant?	<ul> <li>There were increases from FY'92 to FY'93 in the percentages of students scoring in the two highest quadrants and decreases in percentages scoring in the two lowest quadrants for both reading and mathematics.</li> </ul>
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	There were increases in NCE for the Chapter I reading program at grades three, four, and five and a decrease in NCE at grade two. In the mathematics program, there were increases in NCE at grades two, three, and five and a decrease at grade four.
B. Remedial Education Program (REP)	• There was a decrease in NCE for REP reading students at grade two but an increase in NCE at grades three, four, and five. The students in the mathematics program showed NCE increases at grades two and five but decreases in NCE at grades three and four. 1032

	Findings	Eighty-seven percent of the students at the school were promoted compared with 93 percent for the system; 4 percent were administratively placed which was the same as that for the system and 9 percent were retained compared to 4 percent for the system. It should be noted that 11 students (20 percent) of the kindergarten students were retained, so this should be considered with the GKAP and Stages of Writing results.
	Critical Questions	VI. Progression Status  How did the school's progression status compare to that of the system?
ERU Full Text Provide	d by ERIC	-5-

PA:sm - SR#33 Department of Research and Evaluation October 25, 1993



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national with

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

						OIFFERENCE	ENCE	
		1990-91	1991-92	1982-83	2 YEARS	PERCENT	3 YEARS	PERCENT
SC	SCHOOL	357	333	328	120	- 4 - 4	- 29	
ST,	ACTORS (END OF	VEAR)	;	) -		SCHOOL S. S.	ALL ELEMENTARY	J.S
i	\$ 0 1 0 2 2 5 5 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				NUMBER	PERCENT	NUMBER	PERCENT
<del>-</del>	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIO'S	NCE PERIODS			261	80	27498	87
	LESS THAN SEVEN ATTEM	DANCE PERIOD	Ñ		67	20	3982	13
6.	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	N N N N N N N N N N N N N N N N N N N	TO SCHOOL TO APS		60 60 60 1	55 88	954 1438 98.	30
ю	PUPIL-TEACHER RATIO				23.4		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS				0	0	111	0
ĸi.	PUPILS IN PROJECTS:							
	CHAPTER I READING				105	32	15734	20
	CHAPTER I MATH				53	16	14903	4.7
	REP READING				<b>3</b>	9	4384	7
	REP MATH				40	9	3768	12
	BILINGUAL				8	-	748	8

1097



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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

c.	C. STAFF/SCHOOL FACTORS (END OF YEAR)	SCH	SCHOOL	ALL EL	ALL ELEMENTARY
1		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL	•	0	291	ហ
	K-GARTEN - HEAD START	64	*	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	12	23	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	39	7.4	2391	45
	FIRST GRADE - APS K-GARTEN	9	83	4862	8
	FIRST GRADE - NON-APS K-GARTEN	œ	17	481	o
	FIRST GRADE - NO K-GARTEN	•	0	09	<del>-</del>
ø	6. PERCENT PUPIL ATTENDANCE:				
	1990-91		94.9 93.3		94.4
	1992-93		94.0		94.2
	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.7 98.2 97.8		97.2 97.2 4.70

# Georgia Kindergarten Assessment Program

			I. Con	¥	B.	<i>ප</i>	ď	II. Log	Ÿ	B	Ö	D.
	eiving Ig	State		92	60	S	96	65		93		95,915
ty	Percentage Receiving "Yes" Rating	System		93	60	90	97	<b>7</b> 6	5	94		6,325
Overall Capability	Perce	School		80	o	00	93	98	3	98		26
Overall	Capabilities			I. Communicative		II. Logical-Matnematical	III. Physical	IV Porsonol		V. Social		Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School System	System	State
I. Communicative			
A. Processes Visual Information	61	86	76
B. Processes Auditory Information	80	92	92
C. Communicates Orally	75	91	92
D. Demonstrates Emergent Literacy	61	06	89
II. Logical-Mathematical			
A. Sorts Sets of Chjects	99	06	91
B. Makes Comparisons	11	91	91
C. Knows Numbers 1 to 10	80	93	93
D. Extends Patterns	62	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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Department of Research and Evaluation #383-104

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- **B. Process Auditory Information** 
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in

  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
    - relates experiences uses descriptive language
    - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - anguage

    | pairing name and simple, self-selected words
    | attempts to "write," including drawing,
    | scribbling, writing letters, using inventive
    | spelling, using conventional spelling, or
    | writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
     demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
    recognizes numerals from 0 to 10\*

  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissor; to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locometer Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
   attempts new activities without undue
  - anxiety or fear plays well with other children
- B. Initiates Independent Activities

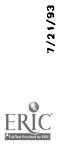
  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - I treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Purticipation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- Shills Assessed unth Structured Assessment Activities.

1 L S			42336
PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	SCHOOL
ATLANTA	STAGE OF	END OF	GORDON FLEMENTARY SCHOOL

37

PAGE

		NUMBER	PERCENT
STAGE 1:	PICTOGRAPHIC WRITER	Ŋ	თ. დ
STAGE 2:	SCRIBBLE WRITER	ဗ	<b>₽</b> .
STAGE 3:	INVENTED WORD WRITER	8	3.6
STAGE 4:	COPIER	38	9.69
STAGE 6:	PHRASE/SENTENCE WRITER	<b>v</b>	6. 6.
STAGE 7:	SIMPLE STORY WRITER	a	3.6
	TOTAL NUMBER	56	100.0



# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

tage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107



10/11/93				WHOLE		LANGUAGE PERIODIC READING SURVEY PERFORMANCE CATEGORY DISTRIBUTION	READING SURY DISTRIB	LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION	ſS			PAGE	33
SCHOOL: 6	ORDON I	GORDON ELEMENTARY SCHOOL	SCHOOL		MATCH	MATCHED RESULTS FOR	FOR FICTION	NO					
					1		ADEQUATE	щ					
			EXCELLENT	. 3	UPPER	,	MIDDLE		LOWER	;	NE EDS IMPROVEMENT		TOTAL
PRETEST	LEVEL	8	~	ی پ	z ^	<b>ร</b> ัด	z =	بر 89	z <sup>4</sup>	× <del>-</del>	z <sup>or</sup>	× 0	e e
POSTTEST	LEVEL	~		12	89	24	9	30	. ro	15	, φ	18	, e
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PRETEST	LEVEL	၉	7	18	19	50	œ	91	c	6	•		8
POSTTEST	LEVEL	ო		68	-	8 6	, ,	. <del>.</del>	، د	) u	• •	=	<b>3</b> 0 (3
DIFFERENCE	LEVEL	m	. <b></b>		- cc	-21	<del>-</del>	<u>.</u> რ	4 (4	വറ	n <del>-</del>	<del>သ</del> ကု	89
PRETEST	LEVEL	4	е е	60	-	Ç	7	8	α		4.7		8
POSTTEST	LEVEL	4	5	26	5	<b>5</b> 6	ی .	ក្	) œ		_ K	‡ <u>c</u>	n 0
DIFFERENCE	LEVEL	4		8	9	16	7	) (F)	00	0	-12	-31	n o
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POSTTEST	LEVEL	ro	13	35	19	5	•	Ξ	· <del>-</del>	<b>.</b> ო	o C	<u>.</u>	9 6
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			<b>5</b> 9	<b>æ</b> €	<b>Q</b> :	27	31	21	<b>2</b>	₽:	35	24	147
				11	ο <b>α</b>	ာ့ ဖ	7	ສ ຕ - '	o –	<b>: -</b>	-2.5	5 <del>1</del>	147

• AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time)

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and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest. The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement

R&E:ap 10/5/93

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	TOTAL		4	4		32	35		73	73
ų C	IMPROVEMENT	*	12	22	ot	ო	9	e	∞	15
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	-ENT	×	12	<del>1</del>	ო	19	22	ო	15	<del>ක්</del> ය
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•			4	4	₹	മ	വ	D.		
				LEVEL		LEVEL	LEVEL	LEVEL		
					DIFFERENCE		POSTTEST	1		

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\* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

GORDON ELEMENTARY SCHOOL

SCHOOL:

### **School Content Area Summary**

System Name: ATLANTA CITY

'System Code: 761

School Name: GORDON ELEM

School Code: 4060

**GRADE 3** 

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shac	ded area = Si	tate Goal, dari	shaded are	a = Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	164 ±3			•	***		
Literal Comp	172 ±3				***		
Infer & Crit Comp	160 ±4			****	****		
Reference & Study	171 ±2				, <del> </del>		
		N = 46			g.=16g	8.P.#156	
MATHEMATICS	173 ±3				***		
Numbers & Num Rel	174 ±3	İ					
Operations & Comp	175 ±3				***	i de persona	
Geometry	175 ±2				**		
Measurement	176 ±3				***		
Prob & Stat	188 ±2				·	enfen	
PROBLEM SOLVING	171 ±3				***		
		N = 46			.a.=167	A.P. #152	
SCIENCE	148 ±2			**		1 A	
Life Science	166 ±2		•	·	**		
Earth Science	158 ±2			**	,	15 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en - 13 en -	
Physical Science	138 ±1			+			· }
Process Skills	154 ±1			· ++			
Env/Sci/Tech/Sec	144 ±3			***		1:3	
		N = 46		•	.0.=167	8.P.#192	
SOCIAL STUDIES	156 ±3		_	•••		• .	
Communities	159 ±2			••			
Citizenship	171 ±5			•	*****	t.e.	
American Heritage	153 ±2			**	•	V*	
Skills	168 ±3			•	•••	4	
~ 12 40 40 40		M = 46			.8.=167	Q.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in eny content area.



<sup>† •</sup> the school score

### **School Content Area Summary**

System Name: ATLANTA CITY.

System Code: 761

School Name: GORDON ELEM

School Code: 4060

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sh	aded area = Si	ate Goal Dar	k shaded area	= Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	182 ±3			<u> </u>	***	order day to the	
Literal Comp	183 ±3	i					or a seed a common of the comm
Infer & Crit Comp	181 ±4				*******		2 - 1994 1 - 120
Reference & Study	180 ±2						
		N = 49		s.	.G.=168 (	1. P. w1.54	
MATHEMATICS	183 ±2				voles	Santa Coma	wa - w
Numbers & Num Rel	182 ±2				erin.		
Operations & Comp	184 ±2				; •elae		
Geometry	178 ±2				l <del>seles</del>		
Measurement	180 ±2				***************************************		
Prob & Stat	191 ±1				*	4	e Significan
PROBLEM SOLVING	179 ±2				***	<b>1</b>	
	ļ	N = 49			.8.=167	L.P. 3192	<u> </u>
SCIENCE *	158 ±2			**	•		
Life Science	170 ±2			•			
Eerth Science	166 ±2				•• <del>•</del> ••		
Physical Science	145 ±1			+	•		
Process Skills	158 ±2			•	ì		
Env/Sci/Tech/Soc	154 ±3		•	•••			
		N = EC			G.=167	P. #142	
SOCIAL STUDIES	169 ±3				•==		
Communities	170 ±2	1					
Citizenship	175 ±4				****		
American Heritage	162 ±2	1		•	·· <del> ··</del>		
Skills	169 ±3				***		V
		N = 58			.8.=167 Q	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, end Social Studies.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area seeres are seeled separately and are not simple averages of strand seeres.



<sup>† -</sup> the school score

<sup>\*\*\* &</sup>quot; the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: GORDON ELEM

School Code: 4060

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, d		rea = Quality Perfor	
		100 125 150	175	200	22
LANG ARTS: READING	166 ±5		******		
Literal Comp	179 ±5		*****		
Infer & Crit Comp	168 ±6	Į.	************************		
Reference & Study	173 ±3		• esulation		
	<del></del>	M = 53	3.8.2162	8.F.#187	
MATHEMATICS	156 ±2	-		<del></del>	
Numbers & Num Rel	162 ±2		' 		
Operations & Comp	156 ±2	-	<del> </del>		
Geometry	162 ±1		+		
Messurement	159 ±3		*******		
Prob & Stat	185 ±3	1	•	******	
PROBLEM SOLVING	163 ±3	1	***	•	
		N = 52	3.8.9167	A.P.#192	
SCIENCE	147 ±2	***		7 i	
Life Science	154 ±1	1	ı		
Earth Science	157 ±1	T	-+-		
Physical Science	160 ±1	1	l' alle	At Yes	
Process Skills	151 ±3		I.	4	
Env/Sci/Tech/Soc	145 ±0	1		• • •	
		M = 54	3.6.+168	R.P. +153	
SOCIAL STUDIES	158 ±3		eeless		
Geog Regions	161 ±3		1 ****		
Cenede Hist/Geog	No recent	Strend centains fower than ten items.	1		
U.S. pre-1791	163 ±1		مله		
U.S. 1791-1875	155 ±1		T		
U.S. 1875-1932	161 ±2	1	i <sup>-</sup>		
U.S. 1932-present	167 ±1		- <del>1-</del>		
Skills	167 ±4	1	T	1.1	
JR4440	*71 27	M = 56	3.0.0176	4.F.=188	
HEALTH	171 ±3				-
Sefety	No report	Strand centains fewer than ten items.			
Nutrition	168 ±1		<b>.4</b> .	.•	
Personal Health	No resert	Strand centains fover than ten items.	+	• •	
rersonel Heelth Substance Abuse	181 ±2				
	165 ±1	<b>\</b> '	_ <b>t</b> _	<u>i.</u>	
Growth, Dev & Fam	He resert	Strand contains fower than ten items.	+	¢	
Mentel Heelth					
		N = 54	\$.8.= <u>17</u> #	<b>0.7.=19</b> \$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

+ - the school score



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: GORDON ELEM

School Code: 4060

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ied area = Sta	ite Goal Da	ark shaded are	ea = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	188 ±6				•		
Literal Comp	205 ±6	<b>t</b>				******	
Infer & Crit Comp	180 ±9	U			********	, I 306669 <del>99</del>	
Reference & Study	184 ±3	Į.				····	
		N = 39			\$. <b>8.</b> =162	Q.F.*187	
MATHEMATICS	167 ±3		•	_	***	•	
Numbers & Num Rel	172 ±2	1			•		
Operations & Comp	168 ±2	1			**	. ·	
Geometry	168 ±1	1			+	West of	
Measurement	164 ±3	1			•••		
Prob & Stat	194 ±3	1			•	endere.	
PROBLEM SOLVING	174 ±3				ovefees	v.	
	L	N = 39		·	5.6.=167	Q.P.=192	
SCIENCE	155 ±2			**		.:	
Life Science	157 ±1	1		·+			
Earth Science	158 ±2	1		-	! <del> - </del>		
Physical Science	164 ±1	1			<b>' +</b>		
Process Skills	163 ±3				***		
Env/Sci/Tech/Soc	151 ±1			+	•		• • •
		N = 39		•	5.0.=168	0.7.*393	
SOCIAL STUDIES	170 ±3						, ·
Geog Ragions	172 ±2				***		····
Canada Hist/Geog	137 ±1	1		+	1		
U.S. pre-1791	168 ±1		•	•	+		¥.
U.S. 1791-1875	159 ±1				+	MANATA HARATAN MAN	74 s (s)
U.S. 1875-1932	164 ±1	<b> </b>			, • <del> •</del>		• . •
U.S. 1932-present	165 ±1				ı <del>olo</del>		• •
Skills	157 ±4	}		المعميد	l lesson		
wn44#	-51 14	N = 39		_	S.G.=170	0.7.=195	
HEALTH	171 ±2	11 - 37			5.91/V.	18.6	<del> </del>
Sfty/Prs/Mntl Hlth	1				-T**	Million William	
<del>-</del>	168 ±2					KANTA.	
Nutrition Substance Abuse	1				***	* ***	•
Substance Abuse	181 ±1				ملم	T STATE	
Growth, Dev & Fam	166 ±1	-			+ 5 G =178	വാ ആര്വ് മെ കടക്ക	
		N = 38			S.A.=170	Q.P.=19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

Note: Centent Area secres are seeled separately and are not simple averages of strand secres.



<sup>+ =</sup> the school seere

<sup>\*\*\* \*</sup> the standard error (S.E.)

Đ Iowa Tests Of Basic Skills (Regular Program Carri

ar Program Students Teste	Reading
P	
5 5	

	Number Tested		Perce	ent At/Al	Percent At/Above National Norm(NP=50)	1
- Ide	1993	1990	1991	1992	1993	*Diff
01	46	78	19	37	67	
	04	4	46	9	43	
		55	65	30	25	
	48	78	91	33	32	
	40	75	26	94	38	
School Total	226	54	49	38	<b>‡</b>	ო
Elem. 1-5 Schools	23,856	09	40	40	51	<del>د</del> .
	Mathematics					
	Number		Percen Natio	Percent At/Above National Norm(NP=50)	.ve 1(NP=50)	
• • • • • • • • • • • • • • • • • • • •	1993	1990	1991	1992	1993	*Diff
1	İ	1				
_	46	94	58	42	67	
2	40	9	20	65	53	
	51	49	69	46	57	
40	48	46	38	31	42	
92	40	7.7	38	42	63	

\* Difference = 1993 - 1992

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26 26

46 29

62 67

225 23,687

Elem. 1-5 Schools School Total

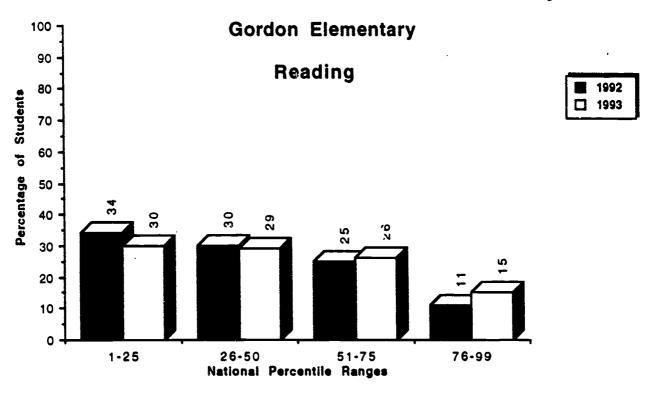
SCHOOL: 42336 GORDON ELEMENTARY SCHOOL

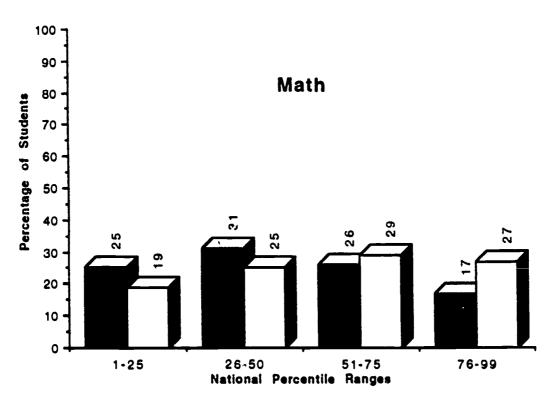
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERICDS IN 1992-93) \*\*\* BOOF NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

SOI	PERCENT AT/ABOVE NAT NORM	63	57	63	-4	61	57	57
KATHEMATICS	NUMBER AT/ABOVE NAT NORM	26	20	26	16	22	110	12, 103
#	NUMBER	<b>:</b>	35	7	39	36	192	21.123
	PERCENT AT/ABOVE NAT NORM	99	46	27	36	33	43	53
READING	NUMBER AT/ABOVE NAT NORM	27	9	Ξ	4-	<b>-</b>	83	11.300
	NUMBER	7	32	4	33	36	192	SCHOOLS 21,280
	GRADE	10	68	1 EO	30	SS	SCHOOL TOTAL	ELEMENTABY K-5 SCHOOL

112(

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation A. Pruett/September 1993

GORDON ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo 3

	Gain	9	8	<b>6</b> -	5			Gain	7	=	7	-	8	က	Ŋ	œ
tios	1993	32 38	52	36	45		tics	1993	46	47	38	35	37	38	39	<b>4</b> 5
Mathematics	1992	32	20	38	32		Mathematics	1992	39 46	36	39	34	32	35	34	<b>8</b>
	z	12	က	19	81			z	476	494	656	444	670	732	747	828
				•	<b>`</b>	20	1									
						System										
	Gain	01-	•	•	•	Syst		Gain	၉	4	-	Ŋ	4	g	ø	o,
<b>2</b>						Syst		1993 Gain		39	35 1		38		40	45 9
Reading		37 27 -10				Syst	Reading			35 39 4	34 35 1		34 38 4		34 40 6	36 45 9
Reading						Syst		1993	38		783 34 35 1		738 34 38 4		764 34 40 6	889 36 45 9

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

1124



Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

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••	

natics	1992 1993 Gain	40						natics		39 43			
Mather	1992	36	<b>4</b>	38	34			Mathe	1992	39	37	32	34
	z	6	16	13	12				z	681	707	954	866
							System						
	Gain	<b></b>	-	8	Ŋ				Gatn		Ø	4	7
gu -	1992 1993	31	34	33	37			a n	1993	36 36	35	38	42
Reading	1992	33	33	31	32			Read	1992	36	33	35	32
	z	0	16	13	12				z	857	883	1062	1055
	Grade	05	03	0	05				Grade	03	03	8	90

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\* Scores for students in the Program for Exceptional Children are excluded



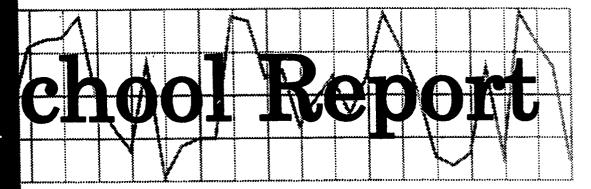
1992-93 Progression Status Report

Grades K - 5

		5.478	52	5,489	‡	4,969	40	4,971	48	4,917	9	4,799	294	30,623
ŧ	0	2	m	7	ស	4	9	2	80	2			ø	•
Percent	ă		<del>-</del>											
Z	=	294	7	408	N	185	ဗ	113	4	82		50	27	1, 102
Percent			10	4	7	ស	4	ល	8	S		4	4	•
Z			ß	202	e	257	2	260	•	227		191		1, 137
Percent	80	95	7.7	68	68	16	91	92	06	94	100	96	87	83
z	45	5,184	0	4.879	38	4,527	64	4,598	43	4,608	0.	4,588	256	28,384
	School	System	Schoo1	System	Schoo 1	System	School	System	Schoo 1	System	School	System	School	System 28,384
Grade	¥		10		05		8		8		90			
	N Percent N Percent N	School 45 80 heroent N Percent N	School 45 80 11 System 5,184 95	School         45         80         11           System         5,184         95         294           School         40         77         5         10         7	School         45         80         11           System         5,184         95         294           School         40         77         5         10         7           System         4,879         89         202         4         408	School         45         80         11           System         5,184         95         294           School         40         77         5         10         7           System         4,879         89         202         4         408           School         39         89         3         7         2	School         45         80         11           System         5,184         95         11           School         40         77         5         10         7           System         4,879         89         202         4         408           School         39         89         3         7         2           System         4,527         91         257         5         185	School         45         80         11           System         5,184         95         11           School         40         77         5         10         7           System         4,879         89         202         4         408           School         39         89         3         7         2           System         4,527         91         257         5         185           School         49         91         2         4         3	Schcol         45         80         11           System         5,184         95         10         7           School         40         77         5         10         7           System         4,879         89         202         4         408           School         39         89         3         7         2           System         4,527         91         257         5         185           System         4,598         92         260         5         4         3	Schcol         45         80         11           System         5,184         95         11           School         40         77         5         10         7           System         4,879         89         202         4         408           School         39         89         3         7         2           System         4,527         91         257         5         185           School         49         91         2         4         3           School         49         91         2         4         3           School         49         92         260         5         113           School         43         90         1         2         4	School         45         80         11           System         5,184         95         11           School         40         77         5         10         7           System         4,879         89         202         4         408           School         39         30         7         2           System         4,527         91         257         5         185           School         49         91         2         4         3           School         4,598         92         260         5         113           System         4,608         94         227         5         82	Schcol         45         80         11           System         5,184         95         11           School         40         77         5         10         7           System         4,879         89         202         4         408           System         4,527         91         257         5         185           School         49         91         2         4         3           School         4,598         92         260         5         113           School         4,608         94         227         5         4           School         40         100         100         1	School         45         80         11           System         5,184         95         294           School         40         77         5         10         7           System         4,879         89         3         7         2           School         49         91         257         5         185           School         49         91         257         5         185           School         4,598         92         260         5         113           School         43         90         1         2         4           System         4,608         94         227         5         82           School         40         100         100         100         101         4         20	School         45         80         11           System         5,184         95         10         7           System         4,879         89         202         4         408           School         39         89         3         7         2           School         4,527         91         257         5         185           School         4,598         92         260         5         113           School         4,608         94         227         5         82           School         40         100         1         4         20           School         4,588         96         191         4         20           School         40         100         7         20         20           School         4,588         96         191         4         20           School         25         11         4         20



### ATLANTA PUBLIC SCHOOLS



1992-93

### GUICE ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### ERIC Parties Productive Big

### GUICE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Findings		In contrast to the decline in student enrollment systemwide, enrollment at     Guice increased.	<ul> <li>The student mobility index of .61 was considerably higher than the system index of .38. Twenty-eight percent of the students were enrolled less than seven attendance periods.</li> </ul>	<ul> <li>Almost three-fourths of the kindergarten students entered school with no preschool experience.</li> </ul>	All first grade students attended kindergarten.	<ul> <li>Student attendance declined from 93.5 percent in 1991 - 92 to 91.6 percent in 1992 - 93 and remained below the system percentage (94.2).</li> </ul>	Staff attendance remained stable and was above the system average.	1131
Critical Questions	I. General Descriptive Characteristics	What critical school factors may have influenced student performance?						1130

### Critical Ouestions

## II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?
- C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

### III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?

A. Grade 3

### Findings

- For both the Communicative and Logical Mathematics Capabilities, the percentages of kindergaren students receiving "Yes" ratings were below the corresponding system and state percentages. Within the Communicative Capability, particular attention is needed in the area of Emergent Literacy. Within the Logical-Mathematical Capability, particular attention is needed in Sorting Sets of Objects.
- The majority of kindergarten students were in the initial stages of writing (Stages 1 4) at the end of the school year. Only 20 percent of the students were Phrase/Sentence Writers (Stage 6) or Simple Story Writers (Stage 7).
- By the end of the school year there was an increase at all grade levels in the percentages of students with scores in the Excellent and Upper Adequate ranges and a corresponding decrease in the percentages of students with scores in the Lower Adequate and Needs Improvement ranges.

Taking into account the standard error, the scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics and in the following strands: Literal Comprehension and Reference and Study Skills (Language Arts), all strands in Mathematics, and Citizenship and Skills (Social Studies). Additional strands for which the state goal was met or exceeded in 1993 only included Inference and Critical Comprehension, Life Science, and Communities. Quality performance was not indicated in any of the content areas or strands either year.

G		
)	Critical Questions	Findings
	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
_	B. Grade 5	<ul> <li>When the standard error is taken into account, the scores of fifth grade students met or exceeded the state goal in the area of Language Arts in both 1992 and 1993 and in the area of Health in 1992 only. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts); Numbers and Number Relations, Probability and Statistics, and Problem Solving (Mathematics); and Substance Abuse (Health). Quality performance was indicated on the Literal Comprehension strand both years.</li> </ul>
	IV. Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	<ul> <li>There was a decrease in the percentage of students scoring at or above the national norm in both reading and mathematics. The one grade having at least 50 percent of the students with scores at or above the national norm was grade 4.</li> </ul>
	B. Students who attended the school for seven or more attendance periods?	• Compared to the entire student body tested, a slightly greater percentage of the students who attended school at least seven attendance periods had scores at or above the national norm in reading. In mathematics, the reverse was true.
	1134	1135

1	1		1					
Findings		<ul> <li>In both reading and mathematics, there were decreases in the percentages of students with scores in the highest quadrant (76th - 99th percentile range) and increases in the percentages of students with scores in the lowest quadrant (1st - 25th percentile range).</li> </ul>			<ul> <li>The only grade in which Chapter I students made NCE gains in both reading and mathematics was grade 4. There were NCE losses in each of the other grades.</li> </ul>	<ul> <li>Likewise, REP students exhibited NCE gains in grade 4 only. At this grade, these gains were greater than those made by REP students systemwide.</li> </ul>	1137	
Critical Questions	IV. Iowa Tests of Basic Skills (ITBS) Were there changes in reading/mathematics achievement with respect to the following: (continued)	C. The percentage of students scoring within each quadrant?	V. Project Results	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	A. Chapter 1 - Traditional Program	B. Remedial Education Program (REP)		1136

•			
	Findings	• Eighty-eight percent of the students at Guice were promoted to the next grade at the end of the school year. In comparison, 93 percent of the students were promoted systemwide. The largest percentages of retainees were in kindergarten and grade 1. The largest percentage of administratively placed students was in grade 3.	
	Critical Questions	VI. Progression Status  How did the school's progression status compare to that of the system?	
ER	IC ideal by ERIC	-!	5-

CV:sm - SR#35 Department of Research and Evaluation November 1, 1993





### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5: The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH	SCHOOL ALL ELEMENTARY	266	260 33,791	284	24 -2,311	9.5 -6.8	18 -2,940	:  
STA	STAFF/SCHOOL FACTORS (END OF	: YEAR)				SCHOOL	ALL ELE	ALL ELEMENTARY
;	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIOOS	DANCE PERIODS ENDANCE PERIOC	S		204	72	27498 3982	87 13
4	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW TO SCHOOL NUMBER/PERCENT OF PUPILS NEW TO APS MOBILITY INDEX	JPILS NEW TO S	SCHOOL		124 149	4 <del>-</del> 6 4	9541 3873 .38	30
ю	PUPIL-TEACHER RATIO				23.7		22.2	
÷	OUT-0F-SCHOOL SUSPENSIONS	S#			•	0	Ξ	0
ů.	PUPILS IN PROJECTS:							
	CHAPTER I READING				5	32	15734	90
	CHAPTER I MATH				72	52	14903	47
	REP READING				59	21	4384	7
	REP MATH				20	50	3768	12
	AFTER-SCHOOL PGM. FOR	OR SCHOOL-AGE CHILDREN	CHILDREN		30	=	2028	Ø
	BILINGUAL				e	-	748	8



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GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

RST GRADE - NO K-GARTEN	RST GRADE - APS K-GARTEN 40	GARTEN - NO PRE-SCHOOL TO 6 MONTHS	GARTEN - COMMUNITY PRE-SCHOOL	GARTEN - HEAD START	GARTEN - APS PRE-SCHOOL	IN KINDERGARTEN AND FIRST GRADE:	NUMBER	STAFF/SCHOOL FACTORS (END OF YEAR)	389 2257 2391 4862 481 60
	FIRST GRADE - MON-APS K-GARTEN FIRST GRADE - NO K-GARTEN	FIRST GRADE - APS K-GARTEN FIRST GRADE - NON-APS K-GARTEN FIRST GRADE - NO K-GARTEN	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS FIRST GRADE - APS K-GARTEN FIRST GRADE - NON-APS K-GARTEN FIRST GRADE - NO K-GARTEN	K-GARTEN - COMMUNITY PRE-SCHOOL K-GARTEN - ND PRE-SCHOOL TO 6 MONTHS FIRST GRADE - APS K-GARTEN FIRST GRADE - NON-APS K-GARTEN FIRST GRADE - NO K-GARTEN	K-GARTEN - HEAD START K-GARTEN - COMMUNITY PRE-SCHOOL K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS FIRST GRADE - APS K-GARTEN FIRST GRADE - NON-APS K-GARTEN FIRST GRADE - NO K-GARTEN	K-GARTEN - APS PRE-SCHOOL K-GARTEN - HEAD START K-GARTEN - COMMUNITY PRE-SCHOOL K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS FIRST GRADE - APS K-GARTEN FIRST GRADE - NON-APS K-GARTEN FIRST GRADE - NO K-GARTEN	K-GARTEN - APS PRE-SCHOOL  K-GARTEN - APS PRE-SCHOOL  K-GARTEN - HEAD START  K-GARTEN - COMMUNITY PRE-SCHOOL  K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS  FIRST GRADE - APS K-GARTEN  FIRST GRADE - NON-APS K-GARTEN  FIRST GRADE - NO K-GARTEN	RTEN AND FIRST GRADE: PRE-SCHOOL D START MUNITY PRE-SCHOOL PRE-SCHOOL TO 6 MONTHS APS K-GARTEN NON-APS K-GARTEN NO K-GARTEN	40 6.40 6.70 6.70 7.70



# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty		
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	1
	School	System	State	
				I. C
I. Communicative	68	93	92	V
I i coincil Most coincil	70	60	03	<b></b>
II. LOBICAI-MAINEMAINCAI	61	OC.	96	0
III. Physical	96	97	96	
IV. Personal	96	94	86	11. 11
1				<b>⋖</b>
V. Social	96	94	93	В
				C
Total Number Reported	47	5,325	95,915	I

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
vey mucators	School	System	State
I. Communicative		. 114	
A. Processes Visual Information	16	66	76
B. Processes Auditory Information	87	92	92
C. Communicates Orally	85	91	26
D. Demonstrates Emergent Literacy	99	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	99	06	16
B. Makes Comparisons	16	91	16
C. Knows Numbers 1 to 10	68	93	93
D. Extends Patterns	28	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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Department of Research and Evaluation #383-104



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- **B.** Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells storiës\*
  - relates experiences
  - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  - sequences pictures to tell a story
     makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
    - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of ionger, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*

  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*,
  - size\*, or other characteristics
    creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

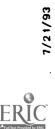
- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when
  - unsure regarding the answers attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
  - 8 participates in cooperative activities
    B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the toacher
- \*Skills Assessed with Structured Assessment Activities.



0 L S			42364
PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT*	END OF KINDERGARTEN - 1993	HODI
ATLANTA P	STAGE OF W	END OF K	GUICE ELEMENTARY SCHODL

PAGE

		NUMBER	PERCENT	
STAGE 1:	PICTOGRAPHIC WRITER	က	6.1	
STAGE 3:	INVENTED WORD WRITER	11	34.7	
STAGE 4:	COPIER	8	36.7	
STAGE 5:	NEW WORD WRITER	-	2.0	
STAGE 6:	PHRASE/SENTENCE WRITER	o.	18.4	
STAGE 7:	SIMPLE STORY WRITER	-	2.0	
	TOTAL NUMBER			



6.66

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

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10/11/93				WHOLE		LANGUAGE PERIODIC READING SURVEY PERFORMANCE CATEGORY DISTRIBUTION	READING SU	LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION	Z2			PAGE	32
SCHOOL: G	UICE EL	GUICE ELEMENTARY SCHOOL	SCHOOL		MATCHE	MATCHED RESULTS	FOR FICTION	Z					
					ı		ADEQUATE	ш					
			EXCELLENT	<b>⊢</b>	UPPER	1	MIDDLE	•	LOWER	;	IMPROVEMENT		TOTAL
PRETEST	LEVEL	8	z °	» °	z <del>T</del>	* <del>5</del>	z º	90 *	zφ	* <del>-</del>	zΨ	ა ღ ი	33
POSTTEST	LEVEL	8	ល	5	=	33	7	21	4	12	<b>(9</b> )	18	33
DIFFERENCE	LEVEL	8	ហ	<del>2</del>	-	21	ლ '	თ '	8	<b>ဖု</b>	<i>t-</i>	-21	
PRETEST	LEVEL	е	-	က	7	19	Ξ	31	7	19		28	36
POSTTEST	LEVEL	ო	ιΩ	<b>*</b>	16	44	7	19	4	=	4	F	36
DIFFERENCE	LEVEL	ღ	4	Ξ	σ .	25	7	-12	<del>ب</del>	<b>&amp;</b>	ဖှ	-17	
				9		0	,	6	, u	ų,			6
PRETEST	LEVEL	• •	ა ნ	2 7	n on	7 3 3 3 6 3 6	. ^	73 7	n 0	<u>.</u> 0	- 0	ç <b>9</b>	, E
DIFFERENCE	LEVEL	• ◀	9	32	0	0	0	0	សុំ	- 16	ស្	-17	
PRETEST	LEVEL	2	0	0	ស	13	=	28	13	33		28	2
POSTTEST	LEVEL	S.	-	ღ	12	30	5	25	12	30	ស	13	<b>Q</b>
DIFFERENCE	LEVEL	വ	<del>-</del>	က	7	17	7	ဇု	<del>.</del>	ღ-	မှ	51-	
				,	25	a ÷	oç.	80	2.5	22	•	90	4
			408	, <del>, ,</del>	2388	34		- 55 - 6	-152	1 7 8	-24	127-	4

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### ERIC Full Yeart Provided by ERIC

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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DISTRIBUTION
CATEGORY
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MATCHED RESULTS FOR NON-FICTION WHOLE

GUICE ELEMENTARY SCHOOL

SCHOOL:

	TOTAL	č			44	7		75	75
ç	EMENT	<b>&gt;</b> < 0	<b>3</b> 69	-29	43	0	-43	33	-38
1	IMPROVEMENT	z ·	2 −	<b>ග</b>	. 61	0	- 19	58	1 -28
ı	. ~	<b>پر</b>	• 0	9-	23	7	6-	16	<b>∞ </b>
	LOWER	zʻ	N 0	7	9	9	7-	12	<b>ဖ</b> ဖု
ATE		*	20	- 13	18	8	6	16	27
ADEQUATE	MIDDLE	z`	• 0	7	8	თ	-	12	တ ကု
	ER	* 0	7 7 70	-3	16	32	16	21	29 8
1	UPPER	z	n eo	-	7	7	7	16	55 9
	ENT	3e -	7.1	52	0	34	34	<b>∞</b>	4 <del>4</del> 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	EXCELLENT	z	55 G	16	0	15	£	9	37
		•	. 4	4	ro C	S	2		
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		
		+000	PREIESI	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE		

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### **School Content Area Summary**

GRADE 3.

System Name: ATLANTA CITY

System Code: 761

School Name: GUICE ELEM

School Code: 1061

Date Printed: 24NOV92

REVISED (Social Studies ONLY

Content Area/ Strand	Score/ S.E.	1		State Goal, dark	shaded area :	= Quality Perio	rmance
		100	125	150	175	200	22
LANG ARTS: READING	163 ±4			•••			
Literal Comp	173 ±3				****		
Infer & Crit Comp	158 ±4			****	•		
Reference & Study	170 ±3			1	·····		
	+	M = 29		s.	G.=165 G.	P. #146	
MATHEMATICS	167 ±3				***		-
Numbers & Num Rel	173 ±3				****		
Operations & Comp	169 ±3				***		
Geometry	170 ±2				anjor		
Measurement	174 ±3				errices.	• .	
Prob & Stat	188 ±2					where	
PROBLEM SOLVING	166 ±3				*******		
		N = 29			S.=167 O.	.P.=152	
SCIENCE	143 ±2			**			
Life Science	159 ±3		-	***************************************	•	PM 1	
Earth Science	151 ±2			***		•	
Physical Science	141 ±2			**			
Process Skills	154 ±2			1 ************************************		:	
Env/Sci/Tech/Soc	143 ±4			****			
		M = 29		1	G.=167 G.	P.#152	
SOCIAL STUDIES	156 ±3		<u>-</u>	****			
Communities	159 ±3	j		***	•		
Citizenship	173 ±5				******		
American Heritage	155 ±2			**			
Skills	164 ±4			•	····		
		H = 29			•	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quelity performance in any content area.

1159

-17-

ses a the standard error (S.E.)



<sup>† &</sup>quot; the school score

### **School Content Area Summary**

System Name: ATLANTA CITY '

System Code: 761

School Name: GUICE ELEM

School Code: 1061

**GRADE 3** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.					a = Quality Perform	nance
		100	125	150	175	200	225
LANG ARTS: READING	168 ±4				****	ii ii issaatsiii —	
Literal Comp	175 ±5				*****		
Infer & Crit Comp	166 ±4				****		
Reference & Study	171 ±2				***		
		N = 42		s	.G.#16E	0.7.134	<del></del>
MATHEMATICS	175 ±3	1			***		
Numbers & Num Rel	176 ±3				***		
Operations & Comp	179 ±3					resident of the second	
Geometry	175 ±2				***		•
Measurement	176 ±2	1			**		
Prob & Stat	188 ±2				,	e <del>c o</del>	
PROBLEM SOLVING	174 ±3				***		9.
		N = 41			.S.=167	9.P.×152	
SCIENCE *	149 ±3			***			
Life Science	170 ±2	1		•	<del> </del>		
Earth Science	158 ±2	ļ		•••	· ·		
Physical Science	142 ±2			****			
Process Skills	154 ±2	1		•			
Env/Sci/Tech/Soc	149 ±3			***			
		N = 42			.G.=167	Q.P. #192	
SOCIAL STUDIES	162 ±3				•••		
Communities	166 ±3				***		
Citizenship	168 ±5				******		
American Heritage	159 ±2			••	ļen '		•
Skills	164 ±4	1			1		
		N = 41		9	S.G. =147	0.7.*1*2	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are seeled separately and are not simple averages of strand secres.



<sup>+ -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: GUICE ELEM

School Code: 1061

GRADE 5

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded ar	rea = Quality Performance
Strand	* S.E.	100 125 150 175	200 225
LANG ARTS: READING	168 ±6	00000044440000	
Literal Comp	182 ±6	•••	<del>restance</del>
Infer & Crit Comp	169 ±7	······································	
Reference & Study	173 ±3	****	
		N = 36 S.B. 9162	<u>6.F.#187</u>
MATHEMATICS	161 ±3	••••	
Numbers & Num Rel	166 ±3	***	
Operations & Comp	164 ±3	•••	. ·
Geometry	166 ±2	•••	•
Messurement	161 ±4	••••	w 
Prob & Stat	184 ±4	·	
PROBLEM SOLVING	172 ±4	unifera.	·
		N = 36	g.P.#132
SCIENCE	147 ±2	***	7 <del>- 1</del> - 12
Life Science	156 ±2	' <del></del>	
Earth Science	155 ±2	+= ++	
Physical Science	157 ±1	•	
Process Skills	154 ±3	···· ···	•
Env/Sci/Tech/Soc	145 ±1	+ '	
		N = 36	<u> </u>
SOCIAL STUDIES	151 ±2	**	
Geog Regions	153 ±3	***	·
Canada Hist/Geog	No recert	Strend centains fewer than ten items.	
U.S. pre-1791	162 ±1	+	
U.S. 1791-1875	152 ±1	+ '	
U.S. 1875-1932	158 ±1	·	
U.S. 1932-present	161 ±1	<b>'+</b>	Det j
Skills	153 ±4	***************************************	·
2K1118	155 14	N = 36 S.S. =178	6.P. #15E
11741 711	169 ±2	100	
HEALTH	He resert	Strang centains fower than ten items.	
Safety	168 ±1	+	
Nutrition	He resert	Strang centains fewer than ten items.	·
Personal Health			endore.
Substance Abuse	180 ±3	٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠, ٠	
Growth, Dev & Fam	164 ±1	Strand contains fower than ten items.	
Mental Health	No report		e.P.=198
		N = 36 3.6.=174	401.0-440.

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content erea.

+ \* the school score

ess w the standard error (S.E.)



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: GUICE ELEM

School Code: 1061

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded	area = State Goa	Dark shaded are	a = Quality Perform	nance
Strand	, S.E.	100	125 15		200	
LANG ARTS:READING	164 ±4			*******		
Literal Comp	187 ±4			,	·	
Infer & Crit Comp	151 ±7		*****	+2000000	t	
Reference & Study	175 ±2			***		
		N = 51		S.G.=162	Q-F.*187	
MATHEMATICS	156 ±2			••••		
Numbers & Num Rel	167 ±2			, ************************************	•	
Operations & Comp	160 ±2			, • <del>• ••</del>		
Geometry	165 ±1			, <del>+</del> •		
Measurement	159 ±3			***		
Prob & Stat	182 ±3			•	<del>ofera</del>	225
PROBLEM SOLVING	164 ±3			***		
		N = 49		S.G.=167	Q.P.=192	
SCIENCE	152 ±2			••••	· ·	
Life Science	157 ±1			<b>'+</b>		
Earth Science	154 ±1			+ `		
Physical Science	165 ±1			, +		
Process Skills	161 ±2			***		
Env/Sci/Tech/Soc	149 ±1		4	•		
	İ	N = 51	<u> </u>	5.6.=168	Q.P. *1.93	
SECIAL STUDIES	149 ±1		-	  •		_
Geog Regions	160 ±1		'	•		
Canada Hist/Geog	134 ±0		†	,		
U.S. pre-1791	162 ±1		•	+		
U.S. 1791-1875	151 ±1			+		
U.S. 1875-1932	158 ±1			· +•	<b>X</b>	
U.S. 1932-present	159 ±1		•	· ++•	A.J (1977)	
Skills	148 ±3		•••		<b>.</b>	
		N = 50		S.G.=179	Q.P.=195	
HEALTH	167 ±2			***		
Sfty/Prs/Mnt1 Hlth	173 ±2			, ***		
Nutrition	166 ±1	1		·		
Substance Abuse	179 ±1			, •		
Growth, Dev & Fam	166 ±0			+ '		
-	1	N = 49		S.S.=178	Q.P.=19S	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

Note: Content Area scores are scaled separately and are not simple averages of strand scores.



<sup>+ \*</sup> the school score

<sup>••• -</sup> the standard error (S.E.)

fests Of Basic Skills	r Program Students Tested)
IOWB	(Regular

	Reading					
	Number Tested		Perce	Percent At/Above National Norm(NP=50)	oove rm(NP≃50	_
Grade	1993	1990	1991	1992	1993	*D1ff
01	84	88	28	45	32	
02	84	95	32	39	÷.	
03	**	45	70	17	34	
•	ቀሮ	52	92	58	23	
05	51	35	23	28	27	
School Total	222	<b>64</b>	51	0	32	ស្វ
Elem. 1-5 Schools	23,856	09	4	54	5	<del>ი</del>
	Mathematics					
	Number Tested		Percen Natio	Percent At/Above National Norm(NP=50)	108 108 108 108 108 108 108 108 108 108	
Grade	1993	1990	1991	1992	1993	*D1ff
10	48	83	26	48	27	
02	47	\$	45	63	47	
03	4.	9	72	40	46	
40	34	28	39	54	62	
05	51	ភភ	21	35	35	
School Total	221	72	8	49	42	1-
Elem. 1-5 Schools	23,687	29	9	29	26	ဗ

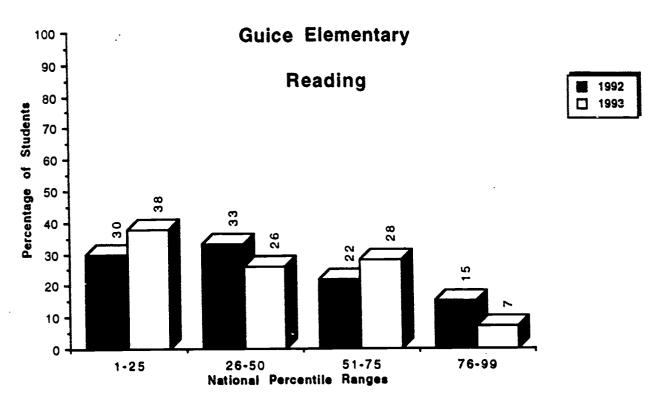
+ Difference = 1993 - 1992

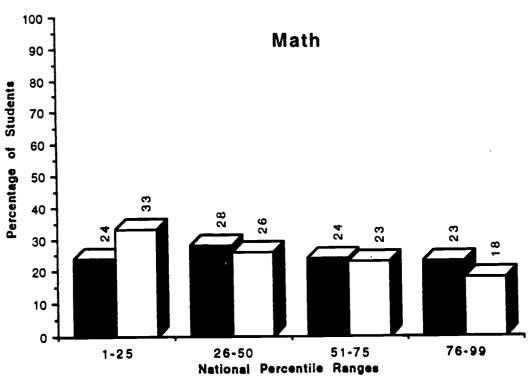
SCHOOL: 42364 GUICE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING	,	Z	MATHEMATICS	s o
SRA	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	88	4	37	88	on	24
00	37	Ξ	ခြေ	37	5	7
80	28	<b>.</b>	36	78	13	46
3	788	5	54	59	16	55
05	7	. 2	29	7	5	37
SCHOOL TOTAL	172	62	36	173	89	39
ELEMENTARY K-5 S	SCH00LS 21,280	11,200	53	21,123	12,103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency









GUICE ELEMENTARY SCHOOL 10/06/93 Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

Mathematics	993 Gain N 1992 1993 Gain	23 -18 55 41 :14	27 -12 18 50 41 -9	12 33 47	35 -6 18 39 36 -3
•	Gain	- 18	-12	18	9-
gn	1993	23	27	‡	35
Reading	1992	\$	39	26	7
	z	9	17	=	8
	Grade	02 Non SWP	03 Non SWP	04 Non SWP	05 Non SWP

	Mathematics	N 1992 1993	476 39 46	494 36 47		444 34 35			747 34 39	858 34 42
System		Gain	8	4	-	LS.	4	g	9	6
	ō	1993	38	39	35	38	38	42	34 40	45
	Readt	1992 1993	32	32	34	33	34	36	34	36
		z	589	574	783	791	738	827	764	883
		Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	OS Non SWP	OS SWP

Gain

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\* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NON-School Wide Project School(s)

		ics	1993	32	34	46	34	
		Mathematics	1992	09	46	32	38	
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years*	School		Z	6	10	12	16	
lial Education Mean N s with ITBS R	× 1		Gain	-13	-14	11	7	
Remed		<b>D</b>	1993	23	50	<b>4</b> 3	35	
		Reading	1992	36	34	56	38	
			z	<b>o</b>	Ξ	Ξ	ā;	
			Grade	8	03	9	90	

Gain

-28 -12 

		Gain	4	ဇ	8	ø
	atics	1993	39 43	34	37	0
	Mathematics	1992	39	37	32	34
		z	681	707	954	866
System	]					
		Gain		61	4	7
	gus		36 36			
	Reading	1992	36	33	32	32
		z	857	983	1062	1055
		Grade	05	03	9	92

1171

Scores for students in the Program for Exceptional Children are excluded



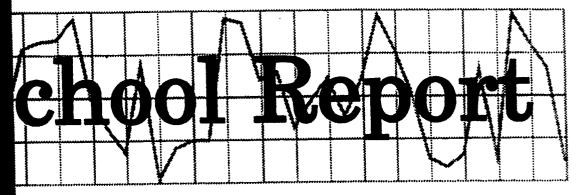
8/04/93 GUICE ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Z	48	5,478	51	5,489	6 <b>7</b>	4.969	45	4,971	0	4.917	51	4,799	284	30,623
nt	е		9	7	4	4		2		2			9	•
N Perce	9	94	80	80	2	85		13		82		20	16	1, 102
ent		25	89	7	9	5	16	5 1	ស	ري د	8	4	9	4.1.
			7	2	3	.7	7	0,	2	7.	-	14	17	7.
_				20		25		26		22		15		1, 137
Percent	88	95	16	88	06	16	84	92	95	94	86	96	88	6
z	42	5, 184	39	4.879	1	4,527	38	4,598	98	4.608	50	4,588	251	28,384
_	School	System	School	System	Schoo1	System	School	System	School	System	School	System	Schoo1	System
Grade	¥		10		02		63		40		05			
	Percent N Percent	N Percent N Percent N School 42 88 6	N         Percent         N           School         42         88         6           System 5,184         95         294	School         42         88         6           System         5,184         95         294           School         39         76         4         8         8	School         42         88         6           System         5,184         95         294           School         39         76         4         8         8           System         4,879         89         202         4         408	School         42         88         6           System         5,184         95         294           School         39         76         4         8         8           System         4,879         89         202         4         408           School         44         90         3         6         2	School         42         88         Percent         N           System         5,184         95         294           School         39         76         4         8         8           System         4,879         89         202         4         408           School         44         90         3         6         2           System         4,527         91         257         5         185	School         42         88         6           System         5,184         95         294           School         39         76         4         8         8           System         4,879         89         202         4         408           School         44         90         3         6         2           System         4,527         91         257         5         185           School         38         7         16         185	School         42         88         Percent         N         Percent         N           System         5,184         95         294         294           School         39         76         4         8         8           System         4,879         89         202         4         408           School         44         90         3         6         2           System         4,527         91         257         5         185           System         4,598         92         260         5         113	School         42         88         Percent         N           System         5,184         95         A         6           School         39         76         4         8         8           System         4,879         89         202         4         408           System         4,527         91         257         5         185           School         38         92         260         5         113           School         38         92         260         5         113           School         38         95         260         5         113	School         42         88         N         Percent         N           System         5,184         95         294           School         39         76         4         8         8           System         4,879         89         202         4         408           School         44         90         3         6         2           System         4,527         91         257         5         185           School         38         84         7         16         113           System         4,598         92         260         5         113           System         4,608         94         227         5         82	School         42         88         N         Percent         N           School         42         88         204         6           School         39         76         4         8         8           School         44         90         3         6         2           System         4,527         91         257         5         185           School         38         84         7         16         135           System         4,598         92         260         5         113           School         38         95         2         5         113         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          System         5,184         95         4         8         294           School         39         76         4         88         8         8           School         44         90         3         6         2         2           School         38         91         257         5         185         2           School         38         92         260         5         113         2           School         38         94         227         5         82         82           School         50         98         1         2         5         113           School         50         96         191         4         20         8           School         4,588         96         191         4         20         16           School         251         6         16         7         6         16         7           School         50         96         191         6         16         16         7         8           School         50<

### ATLANTA PUBLIC SCHOOLS



1992-93

### HARRIS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### HARRIS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The three-year enrollment for Harris as a K - 5 school showed an increase to 340 students in 1992 - 93.
	• The staff-school factors for 1992 - 93 were characterized as follows:
	A range of 200 to 300 new kindergarteners and other students from system     and non-system schools
	<ul> <li>Student mobility of .80, compared to the systemwide index of .38</li> <li>Average class size of 28 students, compared to the systemwide average of 22</li> </ul>
	A range of 12 to 17 percent of the students served in Chapter I and Remedial Education
	<ul> <li>Fewer than one-half of the kindergarten class (46 percent) attended preschool programs.</li> </ul>
	<ul> <li>All of the first grade students previously attended kindergarten.</li> <li>Pupil attendance of 93 percent</li> </ul>
	Staff attendance of 97 percent
1175	<ul> <li>Programs for instructional support included Chapter I, Remedial Education, Bell South Classnotes, after-school tutorial and enrichment, computer-assisted instruction and local projects and services.</li> </ul>



Findings	
Critical Ouestions	

### Performance-Based Assessment

Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention? Ä

students in writing? m.

What was the ending performance of kindergarten

C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.

- behavioral observations about the capabilities of the 56 kindergarten students in structured assessment activities for Communicative and Logical/Mathematical. Physical (91 percent), Personal (80 percent), and Social (79 percent). A range areas were: Communicative (88 percent), Logical/Mathematical (93 percent), of 82 to 96 percent of the kindergarten students received "Yes" ratings on the five areas. The percentages of students receiving "Yes" ratings on these five The GKAP measured performance on structured assessment activities and
- portfolios were scored by teachers for nine stages of writing. The results for 52 Writer (0). The majority of the students ended the year with the ability to copy familiar words, apply meaning to sentences and to write a story that consisted Writer (3), Copier (12), New Word Writer (10), Phrase/Sentence Writer (18), of short related sentences. No students were assessed as Intermediate or Ad-Simple Story Writer (8), Intermediate Story Writer (0), and Advanced Story development: Pictographic Writer (0), Scribble Writer (1), Invented Word students showed the following number of students in each stage of writing The end-of-year writing samples filed in the students' whole language vanced Story writers.
- Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.
- categories. Thirteen more students demonstrated Excellent performance and 15 For the fiction reading selection, grades 2, 3, 4, and 5, students improved their additional students ended the year in the Adequate performance category performance from Needs Improvement to the Adequate and Excellent
- The results for the nonfiction reading selection showed that 14 more fourth and fifth grade students demonstrated Excellent performance, and 13 additional students ended the year in the Adenyate performance category.

### Critical Ouestions

# III. Georgia Curriculum-Based Assessment Program (1992 and 1993. Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?

A. Grade 3

B. Grade 5

### Findings

- The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items.
- The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
- For Grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal for the content area of Mathematics, and for Language Arts/Reading in 1993. Performance met or exceeded the State Goal for two Language Arts strands (Literal Comprehension and Reference and Study Skills), and two Social Studies strands (Citizenship and Skills) for both years. Additionally, the strands for Inferential Comprehension and Life Science were at State Goal for 1993.
- For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal in the content area of Language Arts/Reading, and for Health in 1993. The score for the Literal Comprehension strand was at Quality Performance for both years. Two Mathematics strands (Numbers and Number Relations, and Probability and Statistics), and the Health strand for Substance Abuse were also at the State Goal performance level for both years. Additionally, the strands for Geometry, Measurement, and Mathematics Poblem Solving; and Safety, Personal and Mental Health were at the State Goal level in 1993.

Findings	
Critical Questions	

## IV. Iowa Tests of Basic Skills (ITBS)

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

B. Students who attended the school for seven or more attendance periods?

C. The percentage of students scoring within each quadrant?

- Students at Harris School earned scores at or above the national norm for reading and mathematics since 1989.
- Total school performance on the ITBS for 1993 decreased from 53 to 35 percent for reading, and 52 to 51 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following:

Grade 1 - 43 percent for Reading; 40 percent for Mathematics Grade 2 - 56 percent for Reading; 78 percent for Mathematics Grade 3 - 6 percent for Reading; 35 percent for Mathematics Grade 4 - 51 percent for Reading; 54 percent for Mathematics Grade 5 - 24 percent for Reading; 54 percent for Mathematics

- Seventy-nine percent of the students were stable at Harris School for seven or more of rime attendance periods (140 or more of 180 days). This stable group earned higher ITBS scores for reading (37 percent) and mathematics (52 percent) when compared with the total group.
- The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading scores from the higher to the lower percentile ranges, and the same relative level of scores in the higher percentile ranges (51-99) for mathematics.



Critical Questions	Findings
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	iins htts
A. Chapter 1 - Schoolwide Project	<ul> <li>Harris implemented the traditional Chapter I Program in which students made the following NCE gains from 1992 to 1993:</li> </ul>
A. Chapter 1 - Traditional Program	Grade 2 - 7 NCE gains for Reading; 18 NCE gains for Mathematics Grade 3 - loss of 16 NCE points for Reading; 11 NCE gains for Mathematics Grade 4 - 9 NCE gains for Reading; 6 NCE gains for Mathematics Grade 5 - loss of 7 NCE points for Reading; 13 NCE gains for Mathematics
B. Remedial Education Program (REP)	• Chapter I students systemwide earned NCE gains of 1 to 6 points for reading and 2 to 7 points for mathematics. A loss of one NCE point occured for third grade mathematics.
	<ul> <li>A similar pattern of achievement occurred for both Chapter I and REP students, in which gains were made for mathematics at each grade and for second and fourth grade reading.</li> </ul>
	• Systemwide, REP students in grades 3 through 5 made gains for reading and students in grades 2, 4 and 5 improved in mathematics. Second grade students maintained their NCE score of 36 for reading.
1183	1184

Critical Questions	Findings
VI. Progression Status	
How did the school's progression status compare to that of the system?	<ul> <li>Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.</li> </ul>
	• A range of 79 to 93 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 92 percent were promoted. Eight percent were retained.
	• The Progression Status Report for 1992 - 93 showed that 97 percent of Harris's students were promoted, 1 student was administratively placed, and 7 students (2 percent) were retained. Last year in 1991 - 92, 94 percent were promoted, 2 percent were administratively placed and 4 percent were retained.
	<ul> <li>Systemwide progression status for 1993 showed that 93 percent of the students were promoted, 4 percent were administratively placed and 4 percent were retained.</li> </ul>

EPP:sm - SR#36 Department of Research and Evaluation August 25, 1993

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### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested; scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



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## GENERAL DESCRIPTIVE CHARACTERISTICS

. .;

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

					DIFFERENCE	ENCE	
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
CHOOL		608	340	31	10.0	22	6.9
ALL ELEMENTARY	34,420	33,791	31,480	-2,311	9-	-2,940	-5.3
STAFF/SCHOOL FACTORS (END OF	OF YEAR)			SC	SCHOOL	ALL ELE	ALL ELEMENTARY
\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$				NUMBER	PERCENT	NUMBER	PERCENT
+ PUDTIS ON ACTIVE BOLL:							1
SEVEN OR MORE ATTENDA	DANCE PERIODS			268	79	27498	87
LESS THAN SEVEN ATTENDANCE PERIODS	FENDANCE PERIOR	S		72	21	3982	13
2 PUPIL TRANSFERS:							
	NEV	SCHOOL.		203	09	9541	30
NUMBER/PERCENT OF PUPILS	NEV	TO APS		68	<b>3</b> 6	3873	12
MOBILITY INDEX				<b>9</b>		. 38	
3. PUPIL-TEACHER RATIO				28.3		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	DNS			ស	-	111	•
5. PUPILS IN PROJECTS:							
CHAPTER I READING				22	11	15734	20
CHAPTER I MATH				20	ē.	14903	47
REP READING				35	ō	4384	<b>=</b>
REP MATH				0	12	3768	12
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	FOR SCHOOL-AGE	CHILDREN		32	ø	2028	9

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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL FACTORS (END OF YEAR)	Ň	SCH00L	ALL EL	ALL ELEMENTARY
;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;		PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	t 1 1 1 1	! ! ! !	1 1 1 1 1	 
K-GARTEN - APS PRE-SCHOOL	0	0	291	Ŋ
K-GARTEN - HEAD START	12	23	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	12	23	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	58	55	2391	45
FIRST GRADE - APS K-GARTEN	23	96	4862	08
FIRST GRADE - NON-APS K-GARTEN	-	4	481	6
FIRST GRADE - NO K-GARTEN	0	•	09	-
PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		93.6 93.8		99 99 4.49 4.4.4
PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		96.7 96.7 7.08		97.2 97.4 97.4

# Georgia Kindergarten Assessment Program 1993

Overall	Overall Capability	ty.		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	eiving g	
•	School	System	State	
				1. C
1. Communicative	88	93	92	A.
	90	60	60	B
II. Logical-Mathematical	93	93	20	ن
III. Physical	91	97	96	Q
4	Q	76	66	11. 17
IV rersonal	8	5		V
V. Social	79	94	93	В
				၁
Total Number Reported	99	5,325	95,915	Δ

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
Ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	84	93	85
B. Processes Auditory Information	84	85	76
C. Communicates Orally	84	91	85
D. Demonstrates Emergent Literacy	88	90	88
II. Logical-Mathematical			
A. Sorts Sets of Objects	95	06	91
B. Makes Comparisons	96	16	91
C. Knows Numbers 1 to 10	95	83	93
D. Extends Patterns	82	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104
7/12/93 1193





### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capabilityby-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
  - relates experiences uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or
  - writing whole sentences demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
     demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

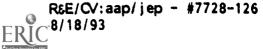
### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
- manipulates simple objects
- **B.** Understands Spatial Concepts demonstrates understanding of the concepts
  - of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
- running, walking, horsing, jumping, sliding, galloping, leaping, crawling, and
- rolling

  D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (a; ch as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly
- follows classroom rules
  - # treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participutes in group activities as a leader
    - and/or follower
  - participates in cooperative activities Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.



A T L A N T A P U B L I C S C H O O L S STAGE OF WRITING DEVELOPMENT\*

END OF KINDERGARTEN - 1993 HARR

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SCHOOL
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SCHOOL	
ELEMENTARY	
RIS	

PERCENT	6.	8. č	23.1	19.2	34.6	15.4	100.0
NUMBER	-	e	12	ō	81	60	52
	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	TOTAL NUMBER
		 რ	 <del></del>	 	 ø	7:	
	STAGE 2:	STAGE 3:	STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	

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•HASED ON END OF YEAR SAMPLE FILED IN STUDENLYS PORTFOLID AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

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7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language; allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3

*Invented Word Writer* Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Advanced Story Writer Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107



RESULTS	
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PERIODIC READING SURVEY B	RIBU
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?'EA	ORY
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PEF	ä

PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

HARRIS ELEMENTARY SCHOOL

SCHOOL:

								ADEQUATE	JATE			ì	9	
				EXCELLENT	ENT	· 5	UPPER	MIDDLE		LOWER	. 8	IMPROVEMENT	MENT	TOTAL
				z	><	z		z		z		z	×	
	PRETEST	LEVEL	~	٥	0	ស	21	60	33	က	13	œ	33	24
	POSTTEST	LEVEL	~	64	∞	12	20	ß	21	-	◀	4	17	24
	OIFFERENCE	LEVEL	8	8	∞		29	၉-	- 12	-5	6-	7	- 16	
			:											
	PRETEST	LEVEL	ო	ო	60	7	81	5	32	7	<del>5</del>	ø	24	38
	POSTTEST	LEVEL	က	-	ო	တ	24	12	32	σ	<b>54</b>	7	<del>2</del>	38
	OIFFERENCE	LEVEL	ო	7	κ'n	N	9	0	0	8	g	7	9	
	PRETEST	LEVEL	4	-	8	σ	22	<b>60</b>	8	8	ហ	2	5	4
	POSTTEST	LEVEL	4	13	32	6	22	12	58	ო	7	4	9	7
	OIFFERENCE	LEVEL	4	5	ဇ္တ	0	0	<b>→</b>	<b>G</b>	-	8	-17	7	
-		LEVEL	ស	0	0	ო	80	¥	15	17	43	4	32	9
15		LEVEL	ស	-	ო	7	<b>48</b>	7	8	13	33	12	ဓ	9
-	DIFFERENCE	LEVEL	ល	-	ო	4	0	-	ო	<b>†</b>	- 10	ŗ	សុ	
				•	c	24	17	46	24	53	50	52	36	143
				17	5	37	26	36	52	<b>5</b> 6	8	27	19	143
				£	σ	<b>4</b>	OP	8	-	e-	7	-25	- 17	

1201

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC.

### ERIC

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time)

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positest (May), and the difference from pretest to positest. The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement

R&E:ap 10/5/93

RESULTS	
SURVEY R	IBUTION

PACE

WHOLE LANGUAGE PERIUDIC READING SURVEY RESULIS		
SURVEY	PERFORMANCE CATEGORY DISTRIBUTION	ICT ION
EAUING	Y DISTR	R NON-F
27001	CATEGOR	ULTS FO
בר צרא	MANCE	ED RES
Y DON'T	PERFOR	MATCH
FHOLE		

HARRIS ELEMENTARY SCHOOL

SCHODL:

	TOTAL		4	7		35	32		76	9/	
NEEDS IMPROVEMENT		*	33	12	-27	99	43	-23	51	<b>5</b> 6	-25
		z	16	ខ	Ŧ	23	<del>1</del> 5	<b>φ</b>	39	20	- 19
ADEQUATE	LOWER		17	8	- 15	26	Ξ	- 15	21	7	-14
		z	7	-	Ģ	6	4	ស	16	ນ	
	MIDDLE	><	17	27	ţ	6	17	<b>60</b>	<del>1</del> 3	22	o
		z	7	=	4	က	9	ო	10	17	7
	UPPER	×	50	22	8	0	23	23	=	22	=
		z	<b>œ</b>	σ	-	0	œ	∞	σο	17	o
	EXCELLENT	×	7	37	30	0	9	9	4	22	<del>6</del>
		z	ო	15	12	0	8	8	့ (၅	17	<b>*</b>
			4	4	4	r.	S)	ល			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

-17-

1205

1204

+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Neme: HARRIS, J C ELEM

School Code: 3061

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance							
Strand	S.E	100	125	150	175	200	225		
LANG ARTS: READING	159 ±4			****	140		•		
Literal Comp	167 ±4				****				
Infer & Crit Comp	156 ±5		•	*****	•				
Reference & Study	169 ±2				***				
		N = 36		s.	G.=16E	Q.P.#146			
MATHEMATICS	167 ±3				***				
Numbers & Num Rel	170 ±3					:			
Operations & Comp	169 ±3				***				
Geometry	172 ±2				••				
Meesurement	176 ±3				***				
Prob & Stat	186 ±2					-	•		
PROBLEM SOLVING	168 ±3				***				
<u> </u>		N = 36			£.=167	Q.P. #152			
SCIENCE	140 ±3			•••					
Life Science	158 ±3			•••	•				
Earth Science	169 ±2			**					
Physical Science	139 ±2	1		•••			ar da		
Process Skills	153 ±2			**		A State of the Sta			
Env/Sci/Tech/Soc	138 ±4		••			szaván i.			
		N = 36			<u>.0.=167</u>	9.7.#152			
SOCIAL STUDIES	158 ±4			****	•••				
Communities	158 ±3	1		•••	••	*, *			
Citizenship	171 ±5								
American Heritege	160 ±2			••	<del> </del>				
Skills	169 ±3				***				
		N = 36			.6.=167	0.P.#142			

Teking into eccount the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in eny content area.

1206

+ = the school score

\*\*\* = the standard error (S.E.)



## **School Content Area Summary**

System Name: ATLANTA CITY.

System Code: 761

School Name: HARRIS, J C ELEM

School Code: 3061

GRADE 3

Dete Printed: 18AUG93

Content Area/	Score/	Light shade	ed area = St	ate Goal Dar	k shaded area	= Quality Perio	rmance
Strand	S.E.	100_	125	150	175	200	225
LANG ARTS: READING	164 ±3				***		. Harrie
Literel Comp	169 ±4				********		
Infer & Crit Comp	162 ±4			•••	*		
Reference & Study	173 ±2						
·		M = 37			G.=165	Q.F. #194	
MATHEMATICS	171 ±3				***	n di Parasi (C. 1907) Parasi di Nassari (C. 1907)	
Numbers & Num Rel	170 ±2				<del>ad</del> io		
Operations & Comp	176 ±3				***	2000 (100) (1000 (1000 (1000 (100) (1000 (1000 (100) (1000 (1000 (1000 (100) (1000 (1000 (100) (1000 (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (1000 (100) (100) (1000 (100) (100) (1000 (100) (1000 (100) (1000 (100) (100) (100) (1000 (100) (	
Geometry	173 ±2				ențeo.		
Measurement	176 ±2	1			***		
Prob & Stat	189 ±2				•		M AWA
PROBLEM SOLVING	173 ±3				***		
		M = 37			.8. =167	0.P. #152	
SCIENCE *	146 ±2			**			
Life Science	166 ±2			·	•••		
Earth Science	155 ±2	ļ		**			
Physical Science	142 ±2			***			
Process Skills	153 ±2			***			
Env/Sci/Tech/Soc	147 ±3			***			
		M = 36			.0.=167	Q.F. 1192	
SOCIAL STUDIES	157 ±3			***	•		
Communities	158 ±2			•	•		
Citizenship	168 ±5			•	****		
American Heritage	156 ±2			**	•		
Skill <b>s</b>	168 ±3	1		•	***		
		N = 37			.B. =167	Q.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science sceled score reflects an increesed weighting on Process Skills

Note: Content Area scores are scaled separately and are not simple everages of strand scores.



<sup>† •</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

## **School Content Area Summary**

System Name: ATLANTA CITY

Systam Code: 761

School Name: HARRIS,J C ELEM

School Code: 3061

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Scorn/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
		100 125 150 175 200 229
LANG ARTS: READING	164 ±5	***************************************
Literal Comp	189 ±6	· · · · · · · · · · · · · · · · · · ·
Infer & Crit Comp	165 ±7	
Reference & Study	172 ±3	min.
MATUEMATION	159 ±3	N = 46 S.S. 2162 S.P. 2127
MATHEMATICS	1	***
Numbers & Num Rel	166 ±3	
Operations & Comp	162 ±3	
Geometry	162 ±1	<b>†</b>
Measurement	157 ±4	
Prob & Stat	183 ±3	1
PROBLEM SOLVING	164 ±3	
	1000	N = 45 S.G. 9167 G.P. 9192
SCIENCE	149 ±2	· · · · · · · · · · · · · · · · · · ·
Life Science	157 ±2	The state of the s
Earth Science	155 ±2	
Physical Science	159 ±1	🛊 🔭 🔭 🔭 🔻
Process Skills	156 ±3	
Env/Sci/Tech/Soc	145 ±1	+
	+	N = 44 3.6.2145 6.7.2153
SOCIAL STUDIES	149 ±2	•
Geog Regions	155 ±2	•••
Canada Hist/Geog	He report	Strand centains fower than ten items.
U.S. pre-1791	160 ±1	+
U.S. 1791-1875	153 ±1	+ '
U.S. 1875-1932	156 ±1	<b>'+</b>
U.S. 1932-present	160 ±1	' <b>+</b>
Skills	148 ±4	
· <del>-</del>	<del></del>	N = 46 S.B. 9176 B.P. 9198
HEALTH	166 ±2	***
Safety	He report	Strand contains fewer than ten items.
Nutrition	165 ±1	+
Personal Health	No report	Strand centains fewer than tan items.
Substance Abuse	179 ±2	asles
Growth, Dev & Fam	164 ±1	+
Mental Health	No report	Strand centains fewer than ten items.
178 DAUTH	,	N = 46 S.O.=176 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the erea of Language Arts: Reading.

However, your school's sceres do not indicate quality performance in any contant area.

<sup>\*\*\* \*</sup> the standard error (S.E.)



<sup>+ -</sup> the school score

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: HARRIS, J C ELEM

School Code: 3061

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded area	= State Goal Dark shaded an	ea = Quality Performance
Strand	S.E.	100 125	150175	200 225
LANG ARTS: READING	176 ±5			
Literal Comp	204 ±5			******
Infer & Crit Comp	157 ±8	]	************	1
Reference & Study	180 ±3		:	***
		N = 38	\$.G.=162	0.F.*167
MATHEMATICS	163 ±3		***	
Numbers & Num Rel	172 ±2		, 	:
Operations & Comp	163 ±3		*******	
Geometry	166 ±1	1	+	a. T
Measurement	163 ±4	1	• • • • • • • • • • • • • • • • • • •	
Prob & Stat	190 ±3			
PROBLEM SOLVING	171 ±3		assigna	
		N = 38		0.P.×192
SCIENCE	152 ±2		****	27.
Life Science	155 ±1	}	<b>'+</b>	
Earth Science	156 ±2		******	
Physical Science	165 ±1		ι • <del>••</del> •	
Process Skills	159 ±3	·	•••• <del>•••</del> .	
Env/Sci/Tech/Soc	150 ±1		<b>+</b>	
		N_= 37	S.G.=168	0.P.*193
SOCIAL SYUDIES	151 ±2		***	Acti vo
Geog Regions	157 ±2		,	
Canada Hist/Geog	134 ±0		•	
U.S. pre-1791	162 ±1		, <del>c •</del>	A Committee of the Comm
U.S. 1791-1875	151 ±1		++ •	
U.S. 1875-1932	158 ±1		+•	
U.S. 1932-present	159 ±1		<b>+</b> •	
Skills	158 ±3		***************************************	
		N = 37	S.G.=170	0.P.=195
HEALTH	169 ±2		***	
Sfty/Prs/Mntl Hlth	177 ±2		l -	
Nutrition	166 ±1		•••	
Substance Abuse	180 ±1		· · · · · · · · · · · · · · · · · · ·	• 1
Growth, Dev & Fam	166 ±1		<b>+</b>	
		N = 38	S.G.=170	0.P.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the ereas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† \* the school score

\*\*\* \* the standard error (S.E.)

ste: Content Area seeres are socied separately and are not simple overages of strand seeres.

ERIC

Full Text Provided by ERIC

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

		Percent At/Above National Norm(NP=50)	Perce	ent At/Al ional No	bove Fm(NP=50	•
Grade		1990	1991	1992	1993	*Diff
10	35	25	99	57	<b>4</b> 3	
03		82	16	86	56	
03		52	;	57	ဖ	
**		85	9	36	51.	
05		25	28	37	24	
90		42				
07		32				
School Total	174	57	53	53	36	- 17
Elem. 1-5 Schools	23,856	09	54	54	51	၉

Mathematics

		Number Tested	Percent At/Above National Norm(NP=50)	Percent Nation	t At/Abo	ve (NP=50)	
	Grade	1993	1990	1991	1992	1993	*Diff
	10	35	66	09	57	9	
	03	27	86	88	86	78	
	03	46	07	7	20	32	
	40	14	61	7	32	54	
	05	37	36	33	7	54	
	90		24				
	07		34				
<b>~</b>	School Total	174	64	51	25	51	7
0121	Elem. 1-5 Schools	23,687	67	9	29	26	6.
			(				

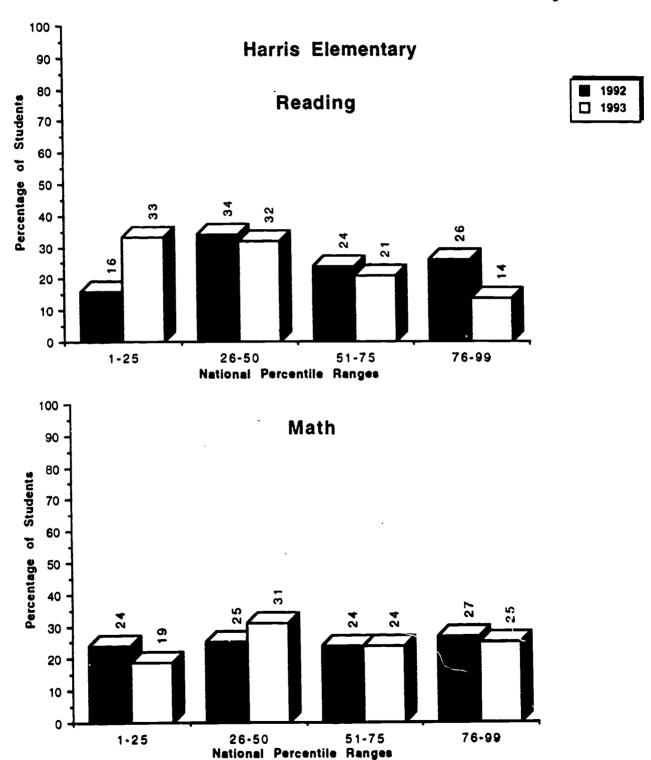
+ Difference = 1993 - 1992

SCHOOL: 41385 HARRIS ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		× x	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
č	33	5	45	8	<del>-</del>	42
00	55	<b>.</b>	9	75	19	86
100	58	; <b>~</b>	7	53	Ξ	38
40	32	17	67	32	61	54
90	31	7	23	31	15	<b>4</b> 8
SCHOOL TOTAL	150	55	37	150	78	52
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

Mathematics	N 1992 1993 Gain	7 39 57 18					Mathematics	1992 1993	39 46	494 36 47 11	39 38	34 35	35 37	35 38	34 39	
	Gain	7	-16	o	-7	System		Gain	3	4	-	വ	•	9	g	o
<b>5</b>		32 39					Reading	1993	38	35 39	35	38	38	42	0	45
Reading	1992	32	37	37	34		Read	1952	35	35	34	33	34	36	34	36
	z	8	ស	<del>.</del> 5	Ξ			z	589	574	783	791	738	827	764	889
	Grade	O2 Non SWP	O3 Non SWP	04 Non SWP	05 Non SWP			Grade	02 Non SWP	02 SWP	03 Non SWP	O3 SWP	94 Non SWP	O4 SWP	05 Non SWP	OS SWP

<sup>+</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	18	Ξ	7	12				Gain	-	ဇ	8	ဖ
tics	1993	57	<b>4</b>	<del>.</del>	1			itics	1993	<b>4</b> 3	34	37	<b>9</b>
Mathema	1992 1993	33	90	34	32			Mathema	1992	39 43	37	35	34
	z	7	8	13	16				z	681	707	954	866
	•												
							System						
	Gatn	60	- 13	G	-7				Gain		8	4	7
<u> </u>	1992 1993	38	23	47	56			a u	1993	36	32	38	42
Reading	1992	30	36	38	33			Re Bd	1992	36 36	33	35	32
	z	7	4	12	õ				z	857	983	1062	1055
	Grade	05	03	8	02				Grade	05	03	2	90

1218

\* Scores for students in the Program for Exceptional Children are excluded

ERIC PRINTER TRANSPORTER

1992-93 Progression Status Report

Grades K - 5

Retained Total	N Percent N	88	294 5 5,478	1 3 38	408 7 5,489	1 3 38	185 4 4,969	46	113 2 4,971	55	82 2 4,917	87	4,799	7 2 284	
pe:	Percent				•		ស		S	2	ស		4		
Admin. Placed	z				202		257		260	-	227		191	-	
oted	Percent	93	95	97	68	97	-6	8	92	<b>89</b>	46	100	96	48	
Promoted	z	<b>\$</b>	5,184	37	4,879	37	4,527	46	4,598	54	4.608	48	4,588	276	
		School	System	01 School	System	School	System	School	System	Schoo1	System	Schoo1	System	School	
	Grade	¥		01		02		60	_27-	<b>\$</b> 0		90			

## ATLANTA PUBLIC SCHOOLS

## chool Report

1992-93

## C. W. Hill ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# C. W. HILL ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

ERIC Full Text Provided by ERIC

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions		Findings
I. General Descriptive Characteristics		
What critical school factors may have influenced student performance?	•	Active enrollment increased by 11.3 percent over a 3-year period compared to a decrease of 5.3 for the system.
	•	The pupil mobility index was .35 compared to .38 for the system.
	•	1992-93 was the third year for implementation of the schoolwide Chapter I project based on a plan submitted by the staff for serving the needs of the entire population using Chapter I resources.
	•	Seventy-four percent of the kindergarten students had pre-school experiences.
	•	Pupil attendance was slightly lower than that for the system for FY '93; however, certified staff attendance was slightly higher than that for the system.
1222		1223

	-	
Critical Questions		Findings
<ul> <li>II. Performance-Based Assessment</li> <li>A. Do any of the Georgia Kindergarten Assessment</li> <li>Program (GKAP) capabilities or key indicators</li> <li>suggest a need for attention?</li> </ul>	•	The GKAP capabilities and indicators showed percentages from 71to 96 that received "yes" ratings; therefore, the areas receiving the lower ratings (where all information was reported) suggest a need for attention. Within the Communicative Capability special attention should be given to Emergent Literacy. Within the Logical-Mathematical Capability special attention should be given to Making Comparisons.
B. What was the ending performance of kindergarten students in writing?	•	Approximately fifty-eight percent of the kindergarten students at the school were in Stages 6, 7 and 8 by the end of the year. Systemwide the majority of students were in Stages 6 or 7 by the end of the year.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• •	For fiction matched scores there were 20 percent fewer students in the Needs Improvement category and 14 percent more students in the Excellent/Upper Adequate categories. Middle Adequate gained 4 percentage points.  For nonfiction matched scores there were 24 percent fewer students in the Needs Improvement/Lower Adequate categories and 26 percent more students in the Excellent/Upper Adequate categories.
1224		1225

-2-

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	· h.
 A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in Language Arts/Reading and in Mathematics in 1992; however, £3 1993 the scores met or exceeded the state goal only in the area of Mathematics. Although the inferential and critical comprehension strand in Reading did not meet or exceed the state goal for 1992 and 1993, all strands in Mathematics did meet or exceed the state goal for the two years. Additionally, for both years only the life science strand in Science and the citizenship and skills strands in Social Studies met or exceeded the state goal. In both 1992 and 1993, the scores did not indicate quality performance in any content area or strand.
 B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the content areas of Language Arts/Reading and Health for 1992 and 1993. The same was true for all strands in Reading, and the strands in Mathematics except operations and computations, and measurement. The Science and Social Studies content areas and strands did not meet or exceed the state goal for either year. Only the substance abuse strand met or exceeded the state goal for both years in Health and additionally the safety/personal health/mental health strand in Health met this goal for 1993. The scores did not indicate quality performance in any content areas for either year, how-
 1226	ever, the literal comprehension strand in Reading for both years and the probability and statistics strand in Mathematics for 1993 did show quality performance.

3		
	Critical Questions	Findings
<b>&gt;</b>	Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
•	A. Regular-program students?	• From FY'92 to FY'93, the school showed an increase in reading and mathematics in the percentage of students scoring at or above the national norm. The gain was six percent for both subjects compared to a three percent decrease for both subjects for the system.
	B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods performed slightly better in both reading and mathematics.
	C. The percentage of students scoring within each quadrant?	<ul> <li>In both reading and mathematics, there was a decrease in the percentage of students scoring in the lowest quadrant and an increase in the percentage scor- ing in the highest quadrant.</li> </ul>
	1228	1229

-4-

Critical Questions	Findings
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Schoolwide Project	The NCE gains for the students in the Chapter I Project reading and mathematics were positive except for the second grade.
B. Remedial Education Program (REP)	The gains for the students in the Remedial Education Program (REP) reading and mathematics programs at the school were positive except for the second grade reading and the second and third grade mathematics.
VI. Progression Status	
How did the school's progression status compare to that of the system?	<ul> <li>Ninety-two percent of the students were promoted compared to 93 percent for the system; 6 percent were administratively placed compared to 4 percent for the system and 3 percent were retained compared to 4 percent for the system.</li> </ul>

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Department of Research and Evaluation PA:sm - SR#38
October 18, 1993

## 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

## General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

## Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Elementary School (continued)

## Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

## Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.





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## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR) **.** 

					DIFFERENCE	ENCE	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
5000	426	425	474	64	11.5	48	11.3
SCHOOL ALL ELEMENTARY	34,420	33,791	31,480	-2,311	<b>-6</b> .8	-2,940	ئ ق
STAFF/SCHOOL FACTORS (END OF	F YEAR)			•	SCHOOL .	ALL ELE	ALL ELEMENTARY
				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS CN ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	DANCE PERIODS ENDANCE PERIO	SO		402	88.5 5.5	27498	13
2. PUPIL TRANSFERS: NAMBER/PERCENT OF PUPILS NEW TO SCHOOL NAMBER/PERCENT OF PUPILS NEW TO APS MOBILITY INDEX	UPILS NEW TO	SCHOOL APS		152 64 35	32	9541 3873 .38	12 30
3. PUPIL-TEACHER RATIO				26.3		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	NS			•	-	111	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING				474	001	15734	50
CHAPTER I MATH				474	8	14903	47
REP READING				83	11	4384	<b>*</b>
REP MATH				91	9	3768	12
FOREIGN LANGUAGE IN	HELEM. SCHOOLS	s.		69	61	1539	G.
AFTER-SCHOOL PGM. FOR	FOR SCHOOL-AGE CHILDREN	CHILDREN		20	=	2028	9



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08/06/93 HILL ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF	STAFF/SCHOOL FACTORS (END OF YEAR)	SCI	SCHOOL	ALL EL	ALL ELEMENTARY
:			PERCENT	NUMBER	PERCENT
<b>G.</b>	PUPILS IN KINDERGARTEN AND FIRST GRADE:	!	8 8 8 8 4 1	1 1 1 4 1	; ; ; ; ;
	K-GARTEN - APS PRE-SCHOOL	, <b>(5</b>	7	291	ស
	K-GARTEN - HEAD START	6	•	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	52	63	2257	45
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	27	2391	45
	FIRST GRADE - APS K-GARTEN	99	83	4862	<b>6</b>
	FIRST GRADE - NON-APS K-GARTEN	9	<b>65</b>	481	on .
	FIRST GRADE - NO K-GARTEN	0	o	9	-
ý	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		94.5		99 99 4.49 4.44
<b>.</b>	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.0 97.7 97.6		97.2 97.4 97.4

# Georgia Kindergarten Assessment Program

	iving g	State	35	 83	96	92	93	95,915
ķ	Percentage Receiving "Yes" Rating	System	93	93	97	94	94	5,325
Overall Capability	Percer "	School	89	95	96	93	95	85
Overall	Capabilities	•	I. Communicative	II. Logical-Mathematical	III Physical	IV. Personal	V. Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	81	93	76
B. Processes Auditory Information	82	92	<b>76</b>
C. Communicates Orally	88	16	76
D. Demonstrates Emergent Literacy	71	90	89
II. Logical-Mathematical			-
A. Sorts Sets of Objects	85	06	91
B. Makes Comparisons	42	91	91
C. Knows Numbers 1 to 10	94	83	93
D. Extends Patterns	88	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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Department of Research and Evaluation #383-104



## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts recognizes similarities/differences in colors, shapes, letters\*, and words
  - I interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words
  - follows one- and two-part oral directions
  - Frepeats words and phrases presented orally
- C. Communicates Oraily
  - uses languages for social interaction
  - I retells stories
  - relates experiences
  - uses descriptive language
  - s expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - I distinguishes between letter\*, word\*, and sentence

  - dictates stories to be written by the teacher demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
    writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

## II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*

    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
     demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*

  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, sizes, or other characteristics
  - creates and extends own patterns

## III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals,
  - and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
- manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - s attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly follows classroom rules
  - s treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
  - 8 participates in cooperative activities
    B. Carries Out Assigned Tasks
  - - carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



67

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R PERCENT	9 10.5	1.2	8 9.3	8 9.3	11.6	36.0	17 19.8	2 2.3	100.0
NUMBER	PICTOGRAPHIC WRITER	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	INTERMEDIATE STORY WRITER	TOTAL NUMBER
	STAGE 1:	STAGE 2:	STAGE 3:	STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	STAGE 8:	

\*BASED ON END OF YEAR SAMPLE FLED IN STUDENT'S PORTFOLTO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE



# Stages of Writing Development

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Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

## **Description of Writing Stages**

Pictographic Writer Stage 1

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings, has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

**Cop***ier* Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E: Jep 8/16/93 #441-107



WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

38

PAGE

HILL ELEMENTARY SCHOOL SCHOOL:

	TOTAL	;	7	7		9	9	?		37	37		29	29			180	180	
V	ENENT	<b>3</b> € 1	29	34	-25	30	6	3 <	>	43	တ	-38	4	50	-21		43	23	-20
1 U	IMPROVEMENT	z	56	<del>1</del> 5	<del>-</del>	12	5	! <	>	16	8	-14	24	12	- 12		78	7	-37
		×	თ	16	7	98	a	3 6	07-	ស	24	19	7	17	ო		14	16	<b>8</b>
	LOWER	z	4	7	ო	=	. "	2 6	<b>D</b>	8	თ	7	60	9	C4		25	53	4
TE		*	16	30	7	Ť.	2 6	<b>3</b> ,	ល	19	19	0	29	53	0		1.6	25	₹
ADEQUATE	MIDDLE	z	7	13	9	ď		ю (	N	7	7	0	17	17	0		37	<b>F</b> 2	<b>. co</b>
	~		7	81	4	•	9 9	28	o O	.91	38	22	17	27	<b>9</b>		44	2.0	:=
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			1 FVF1	FVE	LEVEL		LEVEL	LEVEL	LEVEL	EVE!		LEVEL	1979		FVF				
			DDFTFST					POSTTEST		1000		DIFFERENCE		PKEIESI					

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher niust judge how many points a student's answer is worth.

Students in grade one take a positiest only. Students in grades two and three take one pretest and one positiest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time)

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E: ap IU/S/V3

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

PAGE

HILL ELEMENTARY SCHOOL SCHOOL:

	TOTAL		38	39		43	₹3		82	82	
000	IMPROVEMENT	æ	78	15	- 13	26	23	-33	₽	50	-23
2	IMPRO	z	=	9	សុ	24	ō	- 14	32	16	- 19
:	æ	æ	15	21	g	28	21	-7	22	21	-
	LOWER	z	9	∞	8	12	σ	ღ	48	17	-
ATE	LE	×	36	13	-23	2	ဓ	8	23	22	-
ADEQUATE	MIDDLE	z	<b>*</b>	ស	ō,	S	<del>.</del>	∞	19	18	7
	ER	×	81	33	15	S	19	<b>7</b>	=	<b>5</b> 6	<del>2</del>
3	UPPER	z	7	13	ဖ	8	Φ	9	o	21	5
	ENT	×	ო	8	15	0	7	7	-	12	=
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			•	4	•	D.	រេ	ស			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

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1250

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSITEST IS FICTION.

chool Content Arua Summery

ystem Name: ATLANTA CITY

iystem Code: 761

ichool Name: HILL,C W ELEM

ichool Code: 5561

**GRADE 3** 

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ied area = S	tate Goal, dark	shaded area =	Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	163 ±3			~**			
Literal Comp	173 ±4				****		
Infer & Crit Comp	157 ±4			****	•		
Reference & Study	171 ±2				***		
		N = 43			<u>c.=165                                    </u>	P.#196	
MATHEMATICS	173 ±2				***		
Numbers & Num Rel	178 ±2				***		
Operations & Comp	175 ±2	1			**		
Geometry	174 ±2	}			<del>refes</del>		
Measurement	173 ±2				***		
Prob & Stat	190 ±1	}				+	
PROBLEM SOLVING	170 ±3						
PROJECTI GOLULING		N = 43			.c.=167	P.#152	
SCIENCE	149 ±2			•			
Life Science	165 ±2				***		
Earth Science	155 ±2	ł		•••			
Physical Science	141 ±1			+			
Process Skills	156 ±1			+			
Env/Sci/Tech/Soc	145 ±4			****			
		N = 43			.G. #167 R	.P.#152	
SOCIAL STUDIES	160 ±3			•••	+		
Communities	160 ±2	1		•	<del>- </del>		
Citizenship	165 ±5				*****		
American Heritage	159 ±2			••	<del> </del>		
Skills	175 ±3	1			***		
JR1113	1 30	N = 43			.c.=1679	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

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† = the school score
see = the standard error (S.E.)

## School Content Area Summary

System Name: ATLANTA CITY.

System Code: 761

School Name: HILL,C W ELEM

School Code: 5561

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded are	a = State Goal	Dark shaded an	ea = Quality I	Performance
Strand	S.E.	100 12			200	225
LANG ARTS: READING	160 ±3			***	_	
Literal Comp	170 ±3			•	•	
Infer & Crit Comp	158 ±3			•••		
Reference & Study	167 ±2			·		
		H = 66		5.6.9165	8.F. #198	
MATHEMATICS	165 ±3			***		
Numbers & Num Rel	168 ±2					
Operations & Comp	171 ±2			·		
Geometry	170 ±2			***		
Measurement	173 ±2			•	* 44	
Prob & Stat	187 ±1			•	4	
PROBLEM SOLVING	168 ±3			***		
	1	M = 63		S.B.=167	9.F. x192	
SCIENCE *	148 ±2					
Life Science	168 ±1		·	+		
Earth Science	158 ±1			+	•	•
Physical Science	143 ±2		**	•		
Process Skills	153 ±1		•	+	٠.	,
Env/Sci/Tech/Soc	144 ±3		••••	•		
	<u> </u>	H = 66		3.9.=167	8.P. x192	
SOCIAL STUDIES	156 ±2			***		
Communities	157 ±2			**	•	
Citizenship	166 ±3					•
American Heritage	158 ±2			***		
Skills	166 ±3					
		H = 66		S.8.=167	Q.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

X--The 1993 Science scaled scere reflects an increased weighting on Process Skills

Note: Content Area secres are secied separately and are not simple averages of strand secree.



<sup>† &</sup>quot; the school score

<sup>\*\*\* &</sup>quot; the standard error (S.E.)

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: HILL,C W ELEM

School Code: 5561

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance	:
Strand	S.E.	100 125 150 175 200	225
LANG ARTS:READING	173 ±4		
Literal Comp	194 ±4	· · · · · · · · · · · · · · · · · · ·	
Infer & Crit Comp	169 ±6	-	
Reference & Study	175 ±2	····	
		N = 58 S.Q.=162 Q.P.=187	
MATHEMATICS	162 ±2	**	
Numbers & Num Rel	170 ±2	· . +-	
Operations & Comp	160 ±2		
Geometry	168 ±1	+	
Measurement	162 #3	***	
Prob & Stat	188 ±3	· · · · · · · · · · · · · · · · · · ·	
PROBLEM SOLVING	168 ±3	*******	
		N = 58 S.B.=167 B.P.=192	
SCIENCE	150 ±2	•••	_
Life Science	157 ±1	+	
Earth Science	157 ±2	•••	
Physical Science	159 ±1	+	
Process Skills	155 ±3	· · · · · · · · · · · · · · · · · · ·	
Env/Sci/Tech/Sec	146 ±1	+ '	
		N = 50 S.S.=16S G.P.=192	
SOCIAL STUDIES	149 ±2	··· ··	
Geog Regions	155 ±2	· • • • • • • • • • • • • • • • • • • •	
Canada Hist/Geog	He report	Strand centains fewer than ten items.	
U.S. pre-1791	160 ±1	+	
U.S. 1791-1875	151 ±1	+ '	
U.S. 1875-1932	158 ±1	+	
U.S. 1932-present	161 ±1	+	
Skills	154 ±4		
		H = 58 S.R. #178 G.P. #188	
HEALTH	169 \$2	***	
Safety	He report	Strand contains fever then ten items.	
Nutrition	168 ±1	<b>+</b>	
Personal Health	No report	Strand contains fever then ten items.	
Substance Abuse	183 ±2		
Growth, Dev & Fam	165 ±1	+	
Mental Health	No report	Strand contains fover then ten items.	
		N = 50 S.0.=176 Q.P.=198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the arees of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

1253

+ \* the school score
\*\*\* \* the standard error (S.E.)



## School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: HILL,C W ELEM

School Code: 5561

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ided area = State	Goal	Dark shaded an	ea = Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	22
LANG ARTS:READING	172 ±4				*******		
Literal Comp	196 ±4				ı	****	
Infer & Crit Comp	162 ±6				**********		
Reference & Study	176 ±2				1 10400		
		N = 61			5.6.×162	Q.P.=187	
MATHEMATICS	162 ±2				1411		
Numbers & Num Rel	168 ±2				e <del>s (as</del>		
Operations & Comp	163 ±2				, • <del>• ••</del>		
Geometry	167 ±1				, ++•		
Measurement	163 ±3				***		
Prob & Stat	189 ±3				ı	****	
PROBLEM SOLVING	171 ±2				**	1	
		N = 60			5.6.=167	0.P.×192	
SCIENCE	152 ±1			*			
Life Science	157 ±1	ļ		1	+		
Earth Science	156 ±1				<del>+</del>		
Physical Science	163 ±0				+		
Process Skills	162 ±2				•••		
Env/Sci/Tech/Soc	151 ±1		-	+	ı	•	
		N = 61			3.8.=168	0.P.×193	
SOCIAL STUDIES	152 ±1			+			
Geog Regions	161 ±1	ļ		•	+		
Canada Hist/Geog	134 ±0	ļ	<b>+</b>		•		
U.S. pre-1791	162 ±1		1		+		
U.S. 1791-1875	150 ±1			+	•		
U.S. 1875-1932	159 ±1			•	•••		
U.S. 1932-present	161 ±1				· +		
Skills	154 ±3			****	i ••••		
	1	N = 60			5.0.=170	0.P.=195	
HEALTH	169 ±1				+	<u> </u>	
Sfty/Prs/Mntl Hlth	177 ±2	1			•	•	
Nutrition	167 ±1	1			+		
Substance Abuse	180 ±1				ाः •	<b>.</b>	
Growth, Dev & Fam	166 ±1						
		N = 61			S.G. =170	Q.P. ±19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school score
\*\*\* = the standard error (S.E.

Note: Content Area secres are scaled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Prognam Students Tested)

0	
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•	
2	

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +D	AND CONTRACTOR CONTRAC	22	60 30 41 38	Ç	24 16	47 45	33	60 54 54 51
Number Tested	1993		64	52	61	52		292	23,856
	Grade				٠			School Total	Elem. 1-5 Schools

## Mathematics

Percent At/Above National Norm(NP=50)	*01ff							9	က်
.e NP=50)	1993		09	38	<b>‡</b>	46	37	45	26
At/Abov al Norm(	1992	İ	<b>6</b>	49	35	21	39	39	29
Percent Nation	1991		47	53	<b>4</b> 3	14	64	20	09
	1990		9/	61	52	52	57	09	67
Number Tested	1993		65	52	19	50	62	290	23,687
	Grade		10	03	03	40	90	School Total	Elem. 1-5 Schools

+ Difference = 1993 - 1992

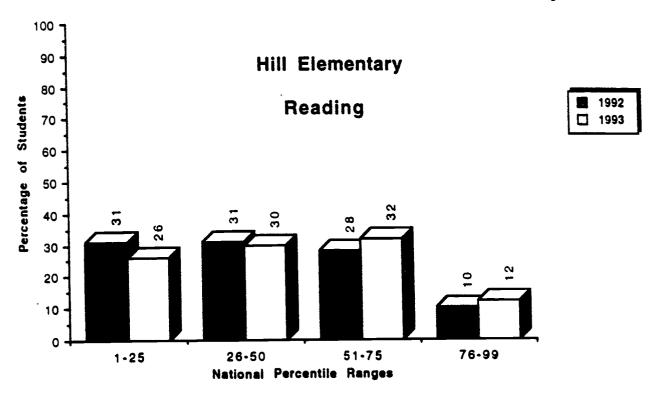
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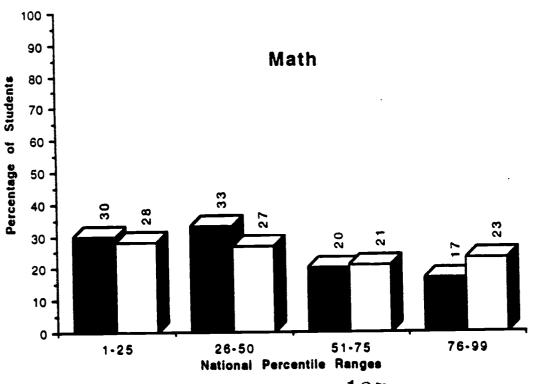
HILL ELEMENTARY SCHOOL 43406

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		<b>T</b>	MATHEMATICS	s o
	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
5	57	35	61	28	36	62
	<b>E</b>	17	9	<b>4</b> 3	16	37
1 C	. rc	50	36	52	24	4
88	3	23	52	42	8	<b>4</b>
00	28	24	7	58	21	36
SCHOOL TOTAL	258	119	46	256	117	46
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency









HILL ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo 1

	Gain	9-	7	∞	7			Gain	7
t ics	1992 1993	27	0	4	38		tics	N 1992 1993	46
Mathematics	1992	33	33	33	32		Mathema	1992	39
	z	<b>54</b>	25	32	<b>∓</b>			Z	476
						System			
	Gain	7	•	∞	on.			Gain	၉
ō i	1993	31	35	34 42	43		٥	1993	35 38
Reading	1992 1993	35	31	34	34		Reading	1992	32
	z	77	27	56	‡			z	589

03 Non SWP

O3 SWP

O2 SWP

က ß

 a

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

OS SWP

05 Non SWP

04 Non SWP

04 SWP

E6/90/01

Mathematics 6 Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\* School Gain 6-Reading Grade 

Gain

9-

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Scores for students in the Program for Exceptional Children are excluded

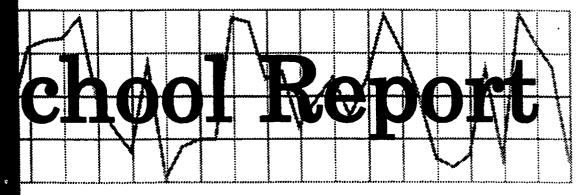
8/04/93 C. W. HILL ELEMENTARY SCHOOL

1992-93 Progression Status Report

Grades K - 5

Promoted Percent 95 95 97 97 98 88 94 94 95
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### ATLANTA PUBLIC SCHOOLS



1992-93

### HUBERT ELEMENTARY SCHOOL

Research & Evaluation

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### **HUBERT ELEMENTARY SCHOOL** 1992-93 FINAL SCHOOL REPORT Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student	Student enrollment remained stable over a three-year period.
	• The student mobility index (.43) at Hubert was above the systemwide index (.38). Seventeen percent of the students were enrolled less than seven attendance periods.
	• The 1992 - 93 school year was the third year Hubert's students were served through the Schoolwide Chapter I Project.
	<ul> <li>Seventy percent of the kindergarten students had no preschool experiences prior to enrolling in kindergarten.</li> </ul>
	All first grade students had attended kindergarten.
	• Student attendance increased slightly and was above the system average.
	• Staff attendance increased to 98.5 percent compared to 97.4 percent for the system.
1267	1268



a			
l	Critical Questions		Findings
<b>=</b>	. Performance-Based Assessment		
	<ul> <li>A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?</li> </ul>	Kindergarten students appear to be well-prepared to each of the overall capabilities assessed by GKAP.	Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP.
	B. What was the ending performance of kindergarten students in writing?	Thirty-seven percent of the kindergarten ers (Stage 6) or above by the end of the sudents were still in Stage 4, Copier.	Thirty-seven percent of the kindergarten students were Phrase/Sentence Writers (Stage 6) or above by the end of the school year. However, almost half of the students were still in Stage 4, Copier.
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	Overall, by the end of the scho of students with scores in the E in the percentage of students in was not evident in grades 3 and were more students in the Neery year than at the beginning.	Overall, by the end of the school year there was an increase in the percentage of students with scores in the Excellent category and a corresponding decrease in the percentage of students in the Needs Improvement category. This trend was not evident in grades 3 and 5 in the area of fiction. In these grades there were more students in the Needs Improvement category at the end of the school year than at the beginning.
=	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5		
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?		
	A. Grade 3	Taking into account the standa exceeded the state goal in both in 1993 only in the area of Larmet both years included Litera	Taking into account the standard error, third grade students' scores met or exceeded the state goal in both 1992 and 1993 in the area of Mathematics and in 1993 only in the area of Language Arts. Strands for which the state goal was met both years included Literal Comprehension and Reference and Study
	1269	(Language Arts), all strands in Studies). In 1993, the state go Comprchension strand (Langu Quality performance was not either year.	(Language Arts), all strands in the area of Mainenfattes, and Childenship (Social Studies). In 1993, the state goal also was met in the Inference and Critical Comprehension strand (Language Arts) and the Life Science strand (Science). Quality performance was not indicated in any of the content areas or strands either year.

### Critical Ouestions

Findings

### III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)

B. Grade 5

# The scores of fifth grade students met or exceeded the state goal in the area of Language Arts in both 1992 and 1993. In 1993, the state goal also was met or exceeded in the areas of Mathematics and Health. Specific strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts), Numbers and Number Relations, Geometry, Probability and Statistics and Problem Solving (Mathematics), and Substance Abuse (Health). Additional strands for which the state goal was met or exceeded in 1993 only were Inference and Critical Comprehension (Language Arts), Measurement (Mathematics), and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literary Comprehension strand in both 1992 and 1993.

## IV. Jowa Tests of Basic Skills (ITBS)

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

• There was a schoolwide decrease of 6 percentage points in the percentage of students with scores at or above the national norm in reading. There were noticeable decreases in the percentages of students scoring at or above the national norm in grades 3 and 5 and a noticeable increase in grade 4. In mathematics, there was a 10-point increase in the percentage of students with scores at or above the national norm. Schoolwide, the mathematics achievement level was above that of the system.

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LC dea by ERIC	Critical Questions	Findings
<u>N</u>	IV. Jowa Tests of Basic Skills (ITBS) (continued)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	B. Students who attended the school for seven or more attendance periods?	<ul> <li>When compared to the performance of the entire student body tested, the achievement level of students enrolled at least seven attendance periods was slightly lower in both reading and mathematics.</li> </ul>
	C. The percentage of students scoring within each quadrant?	<ul> <li>In reading, there were decreases in the percentages of students with scores in the two highest quadrants and corresponding increases in the two lowest quad- rants. In mathematics, there was an increase in the percentage of students scoring within the highest quadrant (76th - 99th percentile range) and decreases in the two lowest quadrants.</li> </ul>
>	. Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter 1 - Schoolwide Project	• In reading, Chapter I-eligible students had NCE gains at all grade levels. In grades 2 and 4, these gains were greater than those made by similar Schoolwide Project students systemwide. In mathematics, NCE gains were made by students in grades 2 and 5 only. These gains were equal to or greater than those made by similar students systemwide.
	B. Remedial Education Program (REP)	<ul> <li>NCE gains were made by Hubert's REP students in grades 2, 3 and 4 in reading and in grades 2 and 5 in mathematics.</li> </ul>
	1273	1274

Critical Questions	Findings
How did the school's progression status compare to that of the system?	Overall, 88 percent of Hubert's students were promoted to the next grade level at the end of the school year as compared to 93 percent of the students systemwide. The highest percentage of retainees was in grade 1. The highest percentages of administratively placed students were in grades 1, 2 and 3.

CV:sm - SR#41 Department of Research and Evaluation October 26, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 HUBERT ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						ENCE	
		19-061	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL	001	358	356	360	•	1.1	8	9.
ALL	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	<b>.</b> 9-	-2,940	
STA	STAFF/SCHOOL FACTORS (END OF YE	F YEAR)			-	SCHOOL	ALL ELE	ALL ELEMENTARY
!	†				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL:	DANCE DEDICOR			298	60	27498	87
	LESS THAN SEVEN ATT	TENDANCE PERIOD	SC		62	11	3982	13
6	PUPIL TRANSFERS:				!		į	:
	NUMBER/PERCENT OF PUPILS NEW	10	SCHOOL.		132	37	9541	ဇ္ဇ (
	NUMBER/PERCENT OF P MOBILITY INDEX	2	APS		52 43	<b>*</b>	3873 . 38	12
რ	PUPIL-TEACHER RATIO				22.5		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	SNS			•	•	===	0
S.	PUPILS IN PROJECTS:							
	CHAPTER I READING				360	8	15734	20
	CHAPTER I MATH				360	<u>§</u>	14903	47
	REP READING				79	<b>8</b>	4384	<b>±</b>
	REP MATH				19	11	3768	12
	BILINGUAL				g	7	748	8

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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

₹	STAFF/SCHOOL FACTORS (END OF YEAR)		102	WLL 61	ALL ELEMENIAN!
!		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL	<b>G</b>	ō	291	ស
	K-GARTEN - HEAD START	-	8	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	on	81	2257	45
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	35	70	2391	45
	FIRST GRADE - APS K-GARTEN	47	<b>7</b> 6	4862	06
	FIRST GRADE - NON-APS K-GARTEN	၉	9	481	o
	FIRST GRADE - NO K-GARTEN	•	0	09	-
ý.	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1993-93		92.0 92.0 92.4		4 4 9
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.9 97.9 98.5		97.79 97.79

-9-

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty		
Capabilities	rercer	rercentage receiving "Yes" Rating	21 V 111 88	
	School	System	State	
I. Communicative	86	93	92	
II. Logical-Mathematical	86	93	93	
III. Physical	100	97	96	_
V Doesone	100	94	65	ii
V. Social	100	94	93	
Total Number Reported	45	5,325	95,915	

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 1g
r.ey indicators	School	System	State
I. Communicative			
A. Processes Visual Information	86	93	76
B. Processes Auditory Information	100	76	76
C. Communicates Orally	86	16	<b>76</b>
D. Demonstrates Emergent Literacy	86	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	86	06	91
B. Makes Comparisons	86	91	91
C. Knows Numbers 1 to 10	86	93	93
D. Extends Patterns	98	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104  $7/12/93 \qquad 1283$ 



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print
    identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### 11. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - **B.** Makes Comparisons
    - demonstrates understanding of the concepts of
    - same, fewer, less, more, most, and least\*
      demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

    - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers

  attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during open-
- ended activities C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

**Q** 

PAGE

A T L A N T A P U B L I C S C H O O L S
STAGE OF WRITING DEVELOPMENT\*
END OF KINDERGARTEN - 1993
HUBERT ELEMENTARY SCHOOL

42434

NUMBER PERCENT	1 2.2	ER 1 2.2	21 45.7	6 13.0	21TER 9 19.6	8 17.4	97
•	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	TOTAL NUMBER
	STAGE 2:	STAGE 3:	STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	

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\*BASED ON FND-OF YFAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

1286

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# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

# **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

1289

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7

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

HUBERT ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		<b>67</b>	49		34	34		4	46		45	45		174	174	-
Ş	ENENT	×	37	7	-23	σ	15	9	22	7	- 15	49	69	50	ç	9 6	4
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ATE		×	27	7	-13	56	8	œ	28	17	F	16	თ	-7	70		<u>,</u>
ADEQUATE	MIDDLE	z	13	7	9-	6	9	ღ-	13	<b>∞</b>	န	7	4	ღ -	7	, r	-17
	E		50	27	7	24	32	<b>co</b>	22	35	<del>.</del>	7	4	ღ -	9	2 5	9
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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST	POSTTEST	OIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### ERIC \*Full Text Provided by ERIC

# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

-15-

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS	~	
SURVEY	PERFORMANCE CATEGORY DISTRIBUTION	FICTION
READING	RY DISTI	DR NON-
RIODIC	CATEGO	MATCHED RESULTS FOR NON-FICTION
JAGE PE	DRMANCE	CHED RE
E LANG	PERF	MAT
₹ F		

7

PAGE

PERFORMANCE CATEGORY DISTRIBUTION	MATCHED RESULTS FOR NON-FICTION	
		HUBERT ELEMENTARY SCHOOL

	TOTAL	•	: 4		4 4 0 4	833
			2 9	o	57 47 -10	32 38 - 9
1	IMPROVEMENT	z <sup>r</sup>		0	28 23 -5	35 30 -5
		<b>&gt;</b> ₹ •	<u>•</u> ~	<del>-</del>	22 0 0	20 15 -5
	LOWER	z°	ე ო	ស	##0	0 4 th
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ADEQUATE	MIDDLE	z ÷	<u>ა</u> თ	7	7 0	17 16 -1
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		•	• •	•	លលល	
		i eve	LEVEL	LEVEL	LEVEL LEVEL LEVEL	
			POSTTEST		PRETEST POSTTEST DIFFERENCE	

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

1294

SCHOOL:

### **School Content Area Summary**

GRADE 3

System Name: ATLANTA CITY

· System Code: 761

School Name: HUBERT ELEM

School Code: 5062

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

43030

Content Area/	Score/	Light shad	ied area = S	tate Goal, dari	shaded area =	- Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	161 ±3			***	•••		
Literal Comp	169 ±3				****		
Infer & Crit Comp	158 ±3			***	•		
Reference & Study	169 ±2			,	**		
		N = 49		s.	•	P.#156	
MATHEMATICS	168 ±2				**		
Numbers & Num Rel	171 ±3				1		
Operations & Comp	172 ±2				*	•	
Geometry	171 ±2	1					
Measurement	174 ±2				I TOTAL		
Prob & Stat	186 ±2				i and	: · ·	
PROBLEM SOLVING	169 ±2				******		
•		N = 49			G. =167 G.	P.#152	
SCIENCE	143 ±2			40400		4.4.	
Life Science	158 ±2		•			* * :	•
Eerth Science	152 ±2			•• •• '			
Physical Science	142 ±1			+• '			
Process Skills	153 ±1			· ++		· .	
Env/Sci/Tech/Soc	142 ±3			***		•	
		N = 49		•	0.=167 O	P.#152	
SOCIAL STUDIES	156 ±2			***			
Communities	159 ±2			, •• <del>•</del> •	•	:. •	
Citizenship	167 ±3				***		
American Heritage	157 ±2			**	•		
Skills	164 ±3	1		ı	***		
		N = 49		S	•	P. +142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

Nowever, your school's scores do not indicate quality performance in any content area.

† = the school score

### **School Content Area Summary**

System Name: ATLANTA CITY.

System Code: 761

School Name: HUBERT FLEM

School Code: 5062

**GRADE 3** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light sha	nded area = S	tate Goal Dari	k shaded area	= Quality Perfo	rmanca
Su and	3.E.	100	125	150	175	200	225
LANG ARTS: READING	167 ±4				****	wileder two s	
Literal Comp	177 ±4				1 Tanjara		
Infer & Crit Comp	165 ±4						
Reference & Study	170 ±2	1			444		
		M = 39		s.	g.=145	0.8.2144	•
MATHEMATICS	174 ±3					V	
Numbers & Num Rel	176 ±2	1			***		
Operations & Comp	177 ±3				***	56.000 Vins 1, 75.	 
Geometry	176 ±2				***		
Measurement	174 ±2	1					
Prob & Stat	190 ±1					4	Here.
PROBLEM SOLVING	174 ±3	1			amfera	<b>T</b>	
		N = 37		s.	9.=167	Q.P.4192	·
SCIENCE *	153 ±3	ł		***		400 P. Store 48.44 P.	
Life Science	167 ±2			'	enjan		
Earth Science	160 ±2			***	,		
Physical Science	145 ±2			*****			4. 6
Process Skills	158 ±2			, ************************************			or Januar
Env/Sci/Tech/Soc	150 ±4			*****			
		M = 38		s.	G.=167	8.P. #192	
SOCIAL STUDIES	157 ±3			***			g taking
Communities	157 ±3			***			1
Citizenship	166 ±4				****		#Ks
American Heritage	164 ±2	]			***	i de la companya di di di di di di di di di di di di di	
Skill <b>s</b>	163 ±3			•			
		N = 38		\$.	g.=147 g	- 1000 (101 (101 (101))   <b>、声、無主等達</b> (1	•

Taking into eccount the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quelity performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area scores are scaled separately and are not simple averages of strand scores.



<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: HUBERT ELEM

School Code: 5062

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area	= Quality Performance
Strand	S.E.	100 125 150 175	200 22!
LANG ARTS:READING	159 ±4	***************************************	
Literal Comp	182 ±5		
Infer & Crit Comp	152 ±5	*****	
Reference & Study	170 ±3	,	
		N = 37 S.B. #142	A.F.#187
MATHEMATICS	163 ±2	** **	
Numbers & Num Rel	166 ±3	****	:
Operations & Comp	155 ±3	••••	
Geometry	165 ±2	· · · · · · · · · · · · · · · · · · ·	
Meesurement	161 ±4	**********	No. 2017 Pro- No. 2018
Prob & Stat	186 ±4	•	MACON CONTRACTOR OF THE CONTRA
PROBLEM SOLVING	164 ±4	****	₹ ''
	<u></u>	± 34 3.6.2367	A.P.#152
SCIENCE	148 ±2	***	
Life Science	155 ±1	ele .	
Earth Science	159 ±2	T-	
Physical Science	158 ±1		
Process Skills	150 ±3	T	
Env/Sci/Tech/Sec	147 ±1		•
		N = 38	A.P.=195
SOCIAL STUDIES	145 ±2	*****	
Geog Regions	148 ±2	1111	19
Canada Hist/Geog	No report	Strand centains fever then ten items.	₩.Υ. 
U.S. pre-1791	159 ±1	+	••
U.S. 1791-1875	152 ±1	T	
U.S. 1875-1932	156 ±1	T	
U.S. 1932-present	160 ±1	T+	•
Skills	143 ±4	T	
	<u></u>	N = 38	A.P. +198
HEALTH	163 ±2	· · · · · · · · · · · · · · · · · · ·	
Sefety		Strand centains fever then ten items.	
Nutrition	167 ±1	+	
Personel Heelth	No report	Strand contains fewer than ten items.	
Substance Abuse	176 ±2	- Land	
Growth, Dev & Fam	163 ±1		
Mentel Health	No report	Strong contains fower than ten items.	
NJIBBN IBJIIBN		N = 38 \$.6.=176	0.F.=195

Taking into account the standard error (S.E.):

Your school's scores meet or exceed statu goal in the area of Language Arts: Reading.

However, your school's scores do not indicate "mality performance in any content erea.

<sup>† .</sup> the school score

ses a the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: HUBERT ELEM

School Code: 5062

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded a	rea = State Goal	Dark shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125 150	175	200	225
LANG ARTS:READING	169 ±4			****		
Literal Comp	189 ±5			•	*****	
Infer & Crit Comp	161 ±6	<u> </u>		*****	· ·	
Reference & Study	177 ±2			· · · · · · · · · · · · · · · · · · ·		
		N = 55		5.8,=162	0.F.×167	
MATHEMATICS	165 ±2			***		
Numbers & Num Rel	171 ±2	ļ		, <del></del>		
Operations & Comp	164 ±2			***		
Geometry	168 ±1			, +		
Measurement	170 ±3			****		•
Prob & Stat .	187 ±3			•	anders (ESTA)	
PROBLEM SOLVING	172 ±3			***		
		N = 55		S.G.=167	0.P. ×1.92	
SCIENCE	155 ±1			+	2.50	
Life Science	158 ±1			<b>'+</b>		
Earth Science	157 ±1			•••	and the second	
Physical Science	164 ±1			· • •		
Process Skills	162 ±2			•		
Env/Sci/Tech/Soc	151 ±1		•	•		•
		N = 55	<u> </u>	S.G.=168	9.P. ×193	
SOCIAL STUDIES	151 ±1		•	•		,
Geog Regions	163 ±2		•	•= ••		
Canada Hist/Geog	135 ±0		t	•		71 - 1 -
U.S. pre-1791	162 ±1		•	+-		
U.S. 1791-1875	151 ±1		+	•		
U.S. 1875-1932	157 ±1		'	+		
U.S. 1932-present	159 ±1			•		200
Skills	151 ±3		•••	•••		
		N = 55		S.G.=170_	0.P.=195	
HEALTH	168 ±2			•• ••		
Sfty/Prs/Mntl Hlth	176 ±2			******		<b>∵</b>
Nutrition	165 ±1			•		
Substance Abuse	181 ±1			•		
Growth, Dev & Fem	165 ±1			+	•	
• = = = = = = = = = = = = = = = = = = =		N = 55		S.G.=178	Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quelity performance in any content area.

<sup>† -</sup> the school score

<sup>-1 =</sup> the standard error (S.E.)

te: Content Area secres are scaled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

2	
5	
3	
œ	

	Number Tested		Perce	ant At/A	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*D1ff
01	43	99	38	34	33	
02	53	78	26	51	53	
03	38	38	8	7.1	37	
40	45	45	27	32	69	
05	04	74	36	<b>8</b>	27	
School Total	228	29	34	20	4	9-
Elem. 1-5 Schools	23,856	09	54	4.0	51	<del>د</del> -
	Mathematics					
	Number Tested		Percen	it At/Abo	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
, 10	43	88	28	25	‡	
00	53	66	20	78	95	

Elem. 1-5 Schools

School Total

6

23,687

 + Difference = 1993 - 1992 1.000

HUBERT ELEMENTARY SCHOOL 42434 SCHOOL:

IOWA TESTS OF POST TILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDAY THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

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### MATHEMATICS

		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
0	38	13	34	38	17	45
0.0	46	23	20	46	43	6
80	34	13	38	34	15	4
70	4	28	67	4	23	26
. SO	4	=	25	<b>\$</b>	21	<b>4</b>
SCHOOL TOTAL	204	88	<b>4</b> 3	202	119	69
ELEMENTARY K-5 SCHOOL	SCH00LS 21,280	11,200	53	21,123	12,103	57
	21,400	3	3	į	) •	

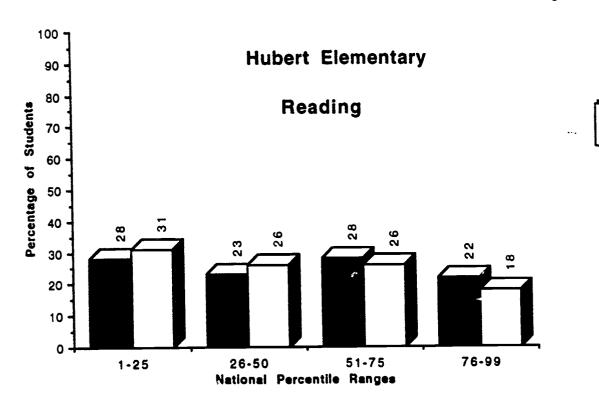
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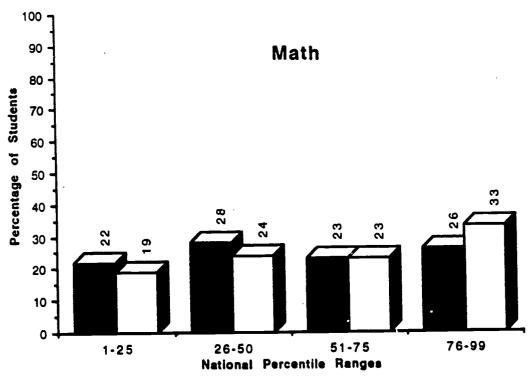
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### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency

1992

**1993** 





Department of Research and Evaluation A. Pruett/September 1993



Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	<b>78</b>	ဗု	ဗု	80
tics	1993	99	29	38	7
Mathematics	1992	38 66	32	7	33
		17		9	35
	Gain	12	-	7	2
<b>2</b> °	1992 1993	1		5	36
Reading	1992	32	32	37	34
	•				
	z	25	16	12	59

					System			
		Reading	ğ				Mathematics	tics
Grade	z	1992	1992 1993	Gain		z	1992 1993	199
02 Non SWP	589	32	38	၉		476	39	46
O2 SWP	574	32	39	•		494	36	47
03 Non SWP	.83	34	32	-		929	33	38
O3 SWP	791	33	38	ហ		444	34	35
04 Non SWP	738	34	38	4		670	32	37
O4 SWP	827	36	42	9		732	35	38
O5 Non SWP	764	34	<b>9</b>	9		747	34	33
OS SWP	883	36	45	6		828	34	42

Gain 7 Ξ

1993 46

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

1306

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38 33

38 35



Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years\*

School

	Gain	21	- 15	សុ	ō				Gain		င့	8	g
tics	1993	99	37	7	38			itics	1993	43	34	37	0
Mathematics	1992	45 66	52	46	28			Mathematics	1992	39 43	37	35	34
	z	11	ð	13	9				z	681	707	954	866
							System						
							Sys						
	Gain	Ξ	-	4	7				Gain		а	4	7
9	1993	04	36	47	28			ğ	1993	36	35	39	42
Reading	1992	29 40	35	<b>4</b> 3	59			Reading	1992 1993	36	33	35 39	35
	z	17	13	<b>±</b>	=				z	857	983	1062	1055
	Grade	03	03	9	9				Grade	05	03	40	02

Scores for students in the Program for Exceptional Children are excluded





1992-93 Progression Status Report

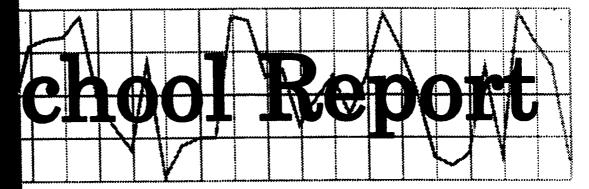
Grades K - 5

Total	z	45	5,478	53	5,489	58	4,969	45	4,971	51	4,917	55	4,799	307	30,623
	Percent		ស	15	7	9	4		8		2			3	₹
Retained	N Per		294	80	408	7	185		113		82		20	10	1, 102
aced	Percent .			15	•	01	ស	82	រភ	89	ភេ	▼	•	6	•
Admin. Placed	z			8	202	9	257	65	260	*	227	2	191	28	1, 137
Promoted	Percent	<b>6</b>	95	01	5	98	91	82	92	92	<b>7</b> 6	96	96	88	69
ď	z	45	5, 184	37	4,879	S	4,527	37	4,598	47	4,608	53	4,588	269	28,384
		School	System	Schoo1	System	School	System	School	System	Schoo1	System	School	System	Schoo 1	System 28,384
	Grade	¥		10		03		03		40		90			





### ATLANTA PUBLIC SCHOOLS



1992-93

### KIMBERLY ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### KIMBERLY ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings	
I. General Descriptive Characteristics		
What critical school factors may have influenced student performance?	Four hundred and seventy-one students in K-5 were provided instructional and other support services during the school year. The school's enrollment declined 6.0 percent in 1992-93 compared to the system's findings of 6.8 percent.	instructional and collment
	• Almost half of the students transferred either from other school districts (28 percent) or from APS schools (15 percent). Most students (89 percent) were on roll seven or more attendance periods. The pupil/teacher ratio (21.4) was smaller than the system ratio (22.2).	ol districts (28) percent) were atio (21.4) was
	<ul> <li>The school's pupil attendance declined in 1992-93 below that of 1991-92, however, its average continues to surpass the system's average. Certified staff attendance was comparable to system trends.</li> </ul>	of 1991-92,
	<ul> <li>The school's pupils (51 percent) entered kindergarten with prior community-based and head start preschool care. The remaining 49 percent had either 6 months or no preschool enrollment.</li> </ul>	ior community- int had either 6
1312	• Based upon needs, interests and/or overall school offerings, students participated in the following projects: Chapter I - reading and mathematics; Remedial Education Program - reading, mathematics, and writing; Full Potential and an after-school program.	udents mathematics; ting; Full

ERIC.

### Critical Ouestions

# II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?
- C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

### Findings

- The GKAP assessment program consists of non-structured tasks which teachers observe and rate; and structured activities that are assessed. Fewer percentages of Kimberly's students were rated as being developmentally capable, on both observed and structured indicators, than APS system and Georgia State kindergarteners. The communicative indicator "Demonstrates Emergent Literacy" and logical-mathematical indicator "extends patterns" indicate students may need additional instructional help.
- Ninety six percent of the kindergarten students reached or surpassed Stage 4 "Copier." In fact almost two thirds reached Stage 6: Phrase/Sentence (28.4 percent) and Stage 7: Simple Story Writer (32.4 percent).
- Increased percentages of students, 2nd 5th grade, acquired posttest results in higher catagories -- "excellent" and "upper adequate" than pretest results. Trends at the fourth grade level were different in that the scores from the pretest to the posttest remained relatively similar.
- Fourth and fifth grade students were administered pretest and posttest on nonfiction selections. Fourth graders' posttest results showed decline at the higher levels -- "excellent" and "upper middle." The fifth grade posttest results, however, showed increased percentages of pupils scoring in higher levels on the posttest than pretest results.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	<ul> <li>The Georgia Curriculum-Based Assessment scores of the third graders met or exceeded state goal in Language Arts: Reading and Mathematics. The respec- tive strands' scores were also at or above state goal. The attainment of state goal in the content area "Social Studies" in 1992 was not maintained in 1993. The school's scores do not indicate quality performance in any content area or strand.</li> </ul>
B. Grade 5	• The CBA scores of fifth grade students met or exceeded state goals in the content areas of Language Arts: Reading, Mathematics and Health two consecutive years. However, the school's scores do not indicate quality performance in any content area two consecutive years.

Critical Onestions	

## IV. Iowa Tests of Basic Skills (ITBS)

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

B. Students who attended the school for seven or more attendance periods?

C. The percentage of students scoring within each quadrant?

### Findings

In reading and mathematics the regular students' overall N.P. data remained constant in 1993 compared to 1992 results. There were, however, changes in the percentages at various grade levels -- declines occurred at the third grade in reading and mathematics. (Note: The category "regular program students" includes both pupils who attended the school seven or more periods and those who attended less than seven periods).

A larger percentages of pupils in attendance seven or more periods achieved N.P. status than regular pupils in reading and mathematics.

The reading subtest results show large declines in the percentages of students scoring in quadrants 26-50 and 51-75 resulting in increased percentages at the lower quadrant -- 1-25 range. A shift of two percent increase, however, occurred in the fourth quadrant.

In mathematics there were increases at the fourth quadrant. It appears that this positive shift came from reductions indicated in the third quadrant.

ERIC——	Critical Questions	Findings	
,	V. Project Results		
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?		
	A. Chapter 1 - Traditional Program	Kimberly's staff conducted a non-schoolwide Chapter I program.	
		The school's NCE gains in reading were camparable to system gains. The school's mathematics NCE's, contrary to system trends, show large gains at the first and fifth grades along with a large decline at the third grade level.	
	B. Remedial Education Program (REP)	<ul> <li>The school's REP participants' gains exceeded system pupils' NCE gains in reading and mathematics.</li> </ul>	
1	VI. Progression Status		
	of the system?	The school and system progression data are comparable.	
	EGL:sm - SR#46 Department of Research and Evaluation October 26, 1993	1321	

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.





# GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR) **.** 

					DIFFERENCE	ENCE	1 1 1 1
	1990-91	1991-92	1992-93	2 YEARS	PER	3 YEARS	PERCENT
SCHOOL ALL ELEMENTARY	34.420	501 33,791	471	-30	0.0	5 -2,940	- <del></del>
STAFF/SCHOOL FACTORS (END OF YEAR)	OF YEAR)				SCHOOL	ALL ELE	ALL ELEMENTARY
1				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	NDANCE PERIODS TENDANCE PERIOD	S		418	88 -	27498 3982	13
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO NEW TO	SCHOOL APS		134 73 88	28 15	9541 3873 .38	30
3. PUPIL-TEACHER RATIO				21.4		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	ONS			0	0	111	0
5. PUPILS IN PROJECTS:				-			
CHAPTER I READING				131	<b>58</b>	15734	20
CHAPTER I MATH				87	81	14903	47
REP READING				136	58	4384	7
REP MATH				117	25	3768	12
FULL POTENTIAL				471	<b>6</b>	3961	13
AFTER-SCHOOL PGM. FOR	FOR SCHOOL-AGE CHILDREN	CHILDREN		20	=	2028	9

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ပ

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

PERCENT NUMBER  0 291  3 389  48 2257  49 2391  11 481  11 481  0 60  95.5  95.8  97.5	STA	STAFF/SCHOOL FACTORS (END OF YEAR)	Š	SCHOOL	ALL ELI	ALL ELEMENTARY
K-GARTEN - APS PRE-SCHOOL       0       291         K-GARTEN - APS PRE-SCHOOL       291         K-GARTEN - HEAD START       2       3 389         K-GARTEN - HEAD START       35       48       2257         K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS       36       49       2391         FIRST GRADE - APS K-GARTEN       91       89       4862         FIRST GRADE - NON-APS K-GARTEN       11       11       481         FIRST GRADE - NON-APS K-GARTEN       0       0       60         PERCENT PUPIL ATTENDANCE:       95.5       95.9         1991-92       1991-92       94.7         1992-93       1990-91       95.8         1992-93       97.3	-	1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	•	PERCENT	i   	PERCENT
K-GARTEN - APS PRE-SCHOOL       0       291         K-GARTEN - HEAD START       2       3       389         K-GARTEN - HEAD START       35       48       2257         K-GARTEN - COMMUNITY PRE-SCHOOL TD 6 MONTHS       36       49       2391         FIRST GRADE - APS K-GARTEN       91       89       4862         FIRST GRADE - NON-APS K-GARTEN       11       11       481         FIRST GRADE - NO K-GARTEN       0       0       60         PERCENT GRADE - NO K-GARTEN       95.5       95.9         1990-91       990-91       95.9         1992-93       94.7       95.8         1992-93       97.5         1992-93       97.5		PUPILS IN KINDERGARTEN AND FIRST GRADE:	•	! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! !	!	t ± t t
K-GARTEN - HEAD START       2       3       389         K-GARTEN - COMMUNITY PRE-SCHOOL       35       48       2257         K-GARTEN - NO PRE-SCHOOL TD 6 MONTHS       36       49       2391         FIRST GRADE - APS K-GARTEN       91       89       4862         FIRST GRADE - NOM-APS K-GARTEN       11       11       481         FIRST GRADE - NO K-GARTEN       0       0       60         PERCENT PUPIL ATTENDANCE: 1990-91       95.5       95.9         1991-92       1991-92       94.7         1991-92       97.5         1991-92       97.5         1991-93       97.5		K-GARTEN - APS PRE-SCHOOL	•	0	291	ស
K-GARTEN - COMMUNITY PRE-SCHOOL       35       48       2257         K-GARTEN - NO PRE-SCHOOL TD 6 MONTHS       36       49       2391         FIRST GRADE - APS K-GARTEN       91       89       4862         FIRST GRADE - NON-APS K-GARTEN       11       11       481         FIRST GRADE - NO K-GARTEN       0       60       60         PERCENT PUPIL ATTENDANCE: 1990-91       95.9       94.7       95.9         1990-91       1990-91       97.5       97.5         1990-92       1990-93       97.5       97.5		K-GARTEN - HEAD START	8	m	389	7
K-GARTEN - NO PRE-SCHOOL TD 6 MONTHS       36       49       2391         FIRST GRADE - APS K-GARTEN       91       89       4862         FIRST GRADE - NON-APS K-GARTEN       11       11       481         FIRST GRADE - NO K-GARTEN       0       0       60         PERCENT PUPIL ATTENDANCE: 1990-91       95.5       95.9         1991-92       1991-92       97.5         1992-93       1992-93       97.5			35	48	2257	42
FIRST GRADE - APS K-GARTEN         91         89         4862           FIRST GRADE - NON-APS K-GARTEN         11         11         481           FIRST GRADE - NO K-GARTEN         0         0         60           PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93 1992-93 1991-92 1992-93 1992-93         95.5 9 95.5 94.7 95.8 97.5 97.3 1992-93		K-GARTEN - NO PRE-SCHOOL TD 6 MONTHS	36	67	2391	45
FIRST GRADE - NON-APS K-GARTEN  FIRST GRADE - NO K-GARTEN  PERCENT PUPIL ATTEMDANCE: 1990-91 1991-92 1992-93  PERCENT CERTIFIED STAFF ATTEMDANCE: 1990-91 1991-92 1992-93		FIRST GRADE - APS K-GARTEN	20	68	4862	06
PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93 PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93				=	481	o
PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93 PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		FIRST GRADE - NO K-GARTEN	0	0	09	-
PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93	O	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		89.88 8.89 8.50		9999 4.49
	7.	PERCENT CERTIFIED STAFF 1990-91 1991-92 1992-93		97.5 95.8 97.0		97.2 97.4 97.4



# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ŗ,			
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g		
	School	System	State		
				I.	ວັ
1. Communicative	93	93	92		A
	60	03	03		m
II. Logicai-Mathematicai	76	00	O.C.		Ü
III. Physical	92	97	96		Ö
IV Personal	76	94	92	ı:	11. 1.6
					₹.
V. Social	92	94	93		B.
					C)
Total Number Reported	73	5,325	95,915	_	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	hercen V	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	68	86	26
B. Processes Auditory Information	68	<b>76</b>	6
C. Communicates Orally	85	16	92
D. Demonstrates Emergent Literacy	88	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	76	06	91
B. Makes Comparisons	36	16	91
C. Knows Numbers 1 to 10	85	88	93
D. Extends Patterns	89	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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# GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - I interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture

  - sequences pictures to tell a story
  - makes predictions distinguishes between letter\*, word\*, and
  - sentence dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

## II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  Sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

# III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  makes independent choices during open
  - ended activities
- C. Acts Responsibly
  - follows classroom rules
  - I treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks

    carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

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A T L A N T A P U B L I C S C H O O L S
STAGE OF WRITING DEVELOPMENT\*
END OF KINDERGARTEN - 1993
KIMBERLY ELEMENTARY SCHOOL

41490

9.5 **T T** 20.3 28 4 32.4 5. PERCENT 21 Ü -24 NUMBER INTERMEDIATE STORY WRITER PHRASE/SENTENCE WRITER INVENTED WORD WRITER SIMPLE STORY WRITER PICTOGRAPHIC WRITER NEW WORD WRITER TOTAL NUMBER SCRIBBLE WRITER COPIER STAGE 8: STAGE 1: STAGE 5: STAGE 6: STAGE 7: STAGE 2: STAGE 3: STAGE 4:

1332

·BASED ON FND OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

18.2

# Stages of Writing Development

ERIC

Full Text Provided by ERIC

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

# Description of Writing Stages

- Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Invented Word Writer Stage 3
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- **New Word Writer** Stage 5
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story
- Phrase/Sentence Writer Stage 6
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Simple Story Writer Stage 7
- Child's story consists of short related sentences.
- Intermediate Story Writer Stage 8
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation. **Advanced Story Writer**
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make channes. Stage 9

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READIN	RY DIS
PERIODIC READIN	CATEGORY
LANGUAGE PEI	PERFORMANCE
	PERF
WHOLE	

VGUAGE PERIODIC READING SURVEY RESULTS REGRMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

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PAGE

KIMBERLY ELEMENTARY SCHOOL

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC

SCHOOL:

# ERIC.

# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

PAGE

KIMBERLY ELEMENTARY SCHOOL

ERIC

SCHOOL:

	TOTAL		29	29		52	52		Ξ		
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				POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

# **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: KIMBERLY ELEM

School Code: 1064

**GRADE 3** 

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	led area = S	tate Goal, dari	k shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	172 ±3			<del>.</del>	***		
Literal Comp	178 ±3	ļ			****		
Infer & Crit Comp	168 ±4				****		
Reference & Study	176 ±2				**		
	1	N = 81			B.=168	Q.P.#156	
MATHEMATICS	173 ±2				**		
Numbers & Num Rel	178 ±2				, <del></del>		
Operations & Comp	177 ±2	İ			***		
Geometry	172 ±2	}			**		
Measurement	175 ±2	ĺ			***		
Prob & Stat	187 ±1				•	+	
PROBLEM SOLVING	173 ±2				**		
		N = 81			.C.=167	Q.P.#152	
SCIENCE	154 ±2			**			
Life Science	169 ±2		-	·	***		
Earth Science	157 ±2			**	·		
Physical Science	143 ±1	ļ		+			
Process Skills	158 ±1			•			
Env/Sci/Tech/Soc	149 ±2			••••			
<del>_</del>		N = 81			8.=167	Q.P.#152	
SOCIAL STUDIES	165 ±2				•••		
Communities	164 ±2				**		
Citizenship	175 ±3				***	•	
American Heritage	162 ±1				+		
Skills	173 ±2				***		
	1	N = 81		s	.G.=167	Q.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

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† = the school score

# **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: KIMBERLY ELEM

School Code: 1064

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = St	ate Goal Dai	k shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	172 ±3			_	***	H. S. Warren	
Literal Comp	179 ±3						
Infer & Crit Comp	168 ±3				***		· ·
Reference & Study	175 ±1	1			•		
		M = 71			.0.=165	0.F.=19#	<del></del>
MATHEMATICS	174 ±2				**f**	er (greater 11) Special of the	
Numbers & Num Rel	177 ±2				**		
Operations & Comp	180 ±2	ļ			•••	i sali sali sa sali Manazara Manazara ya sali sali	
Geometry	175 ±1	}			+ `		
Measurement	174 ±1				**	Kedia	
Prob & Stat	188 ±1	ł			·	+	
PROBLEM SOLVING	173 ±2				***		
		M = 71			.G.=167	9.P. 1192	
SCIENCE *	150 ±2	1		** **		A 2000 (1977) 1 A 2000 (1977)   1 A 2000 (1977)	
Life Science	167 ±1	}			+		
Earth Science	161 ±1			-	+		
Physical Science	142 ±1			+			
Process Skills	154 ±1			+			
Env/Sci/Tech/Soc	150 ±3			***			
	<del></del> _	M = 71			3.6.=1 <u>67</u>	0.P.×192	<del></del>
SOCIAL STUDIES	163 ±2				•• ••		
Communities	162 ±2	1			•• ••		
Citizenship	174 ±3				***	1847 B. Robert C. Co. Sinta Bondo J. Co.	
American Heritage	161 ±2	ŀ			•• ••		
Skills	168 ±2	1			***		
		M = 78			<u> </u>	0.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are sealed separately and are not simple averages of strand secres.



<sup>+ =</sup> the school score

<sup>\*\*\* &</sup>quot; the standard error (S.E.)

# ichool Content Area Summary

ystem Name: ATLANTA CITY

ystem Code: 761

chool Neme: KIMBERLY ELEM

chool Code: 1064

**GRADE 5** 

Dete Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goa	i, dark shaded a	rea = Quality P	erformance
		100 125 1	50 175	200	225
LANG ARTS: READING	181 ±3		•	**	
Literal Comp	197 ±3			i antino	
Infer & Crit Comp	182 ±4			I. <del>170(1000</del> -	
Raference & Study	181 ±2			rojeo	
	<u></u>	N = 92	5.8.#162	9.7.=187	
MATHEMATICS	165 ±2		**		
Numbers & Num Rel	168 ±1		•		
Operations & Comp	163 ±2	İ	**		
Geometry	168 ±1		· ·	•	
Meesurement	169 ±2				
Prob & Stat	189 ±2		7	 <del></del>	
PROBLEM SOLVING	174 ±2				
_:		H = 92	9.8.2147	A.F.#182	
SCIENCE	154 ±2				
Life Science	160 ±1		***	13.	#
Earth Science	158 ±1		+	•	
Physical Science	159 ±1		<del>ojo</del> odo		
Process Skills	161 ±2		•••	• *	
Env/Sci/Tech/Sec	146 ±0	1	**		
	1 - 10 - 20	K = 92	3.8.=168	A.P. =193	
SOCIAL STUDIES	156 ±1				<del></del>
Geog Regions	159 ±2		+	Jan. 19	
Canada Hist/Goog	No report	Strand contains fower than ten items.	**		
U.S. pre-1791	162 ±1	Strains contisting voter than ten items.			
U.S. 1791-1875	153 ±0		<del>+</del>		
U.S. 1875-1932	162 ±1		† .		
U.S. 1932-present	161 ±1		+	•	
Skills	159 ±3		+	•	
JKIII8	134 23		***		
HEALTH	126 15	M = 92	3.6.+176	A.P. #15E	<del></del>
	176 ±2	denned contribute forms then has the	***		
Safety	No report	Strand contains fewer than ten itams.			
Nutrition	169 ±1		+		
Personel Health	He report	Strand contains fower than ten itage.		•	
Substance Abuse	185 ±2			**	
Growth, Dev & Fam	168 ±1		+		
Mental Heelth	No report	Strand contains fower than ten itses.	Ť		
		N = 92	5.6.=17 <u>6</u>	0.P.=19E	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed atate goal in the areas of Language Arts: Reading, Mathematics, and Heelth.

However, your school's scores do not indicate quality performance in any content area.

1343

† • the school secre --- • the standard error (S.E.)

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# **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Name: KIMBERLY ELEM

School Code: 1064

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = St	ite Goal Dark	shaded are	z = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	184 ±3				•	104440	
Literal Comp	203 ±3	İ				***	
Infer & Crit Comp	180 ±5				*****	} ****	
Reference & Study	181 ±2				••		
		N = 79			6.=162	Q.P.=167	
MATHEMATICS	169 ±2				***	•	
Numbers & Num Rel	173 ±1				· +•	•	
Operations & Comp	166 ±2				**	•	
Geometry	169 ±1	1			, +		
Measurement	168 ±3				***	√ .‡	
Prob & Stat	193 ±2				•	**	
PROBLEM SOLVING	178 ±2					r	
	ļ	N = 78			6.=167	Q.P.×192	
SCIENCE	158 ±1			+			
Life Science	159 ±1			+			
Earth Science	158 ±1	]		+			
Physical Science	165 ±0	1		•	t		
Proc <b>ess</b> Skills	166 ±2		•		**		
Env/Sci/Tech/Soc	152 ±1			+	·		
	<u> </u>	N = 79		<b>s</b> .	G.=168	0.P.*193	
SOCIAL STUDIES	158 ±1			+			
Geog Regions	164 ±1				+		
Canada Hist/Geog	135 ±0		†				
U.S. pre-1791	163 ±1			1	+		
U.S. 1791-1875	155 ±1			+		·	
U.S. 1875-1932	161 ±1			•	•		
U.S. 1932-present	161 ±1			+	•	3 (1 mm) 901	
Skills	161 ±3			•••	•••		
	<del>-</del>	N = 79		<u>s.</u>	6.=170	0.P.=19\$	
HEALTH	173 ±1				+	•	
Sfty/Prs/Mntl Hlth	179 ±1				+		
Nutrition	168 ±1				+	<u></u>	
Substance Abuse	182 ±1				•	+	•
Growth, Dev & Fam	167 ±1				+		
		N = 78			G.=170	Q.P. *19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the erees of Language Arts: Reeding, Mathematics, and Heelth.

In eddition, your school's scores indicate quality performance in the area of Lenguage Arts: Reading.

<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

to: Content Area scores are scaled separately and are not simple everages of strand scores.

Iowa Tests Of Basic Skills (Regular Prognam Students Tested)

Reading

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 *D1ff	46		42		38 37 54 44	52 46 41 41	60 54 54 51 -3
Number Tested	1993	102	72	69	73	79	395	23,856
	Grade	01	03	03	40	05	School Total	Elem. 1-5 Schools

40	
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Condy +4 +moored	National Norm(NP=50)	1990 1991 1992 1993	 69 65 53 46	76 62 50 68	70 63 48 20	64 49 35 55	41 49 57 56	65 57 49 49	67 60 59 56
1	Number	1993	102	72	69	73	79	395	23,687
								School Total	Elem. 1-5 Schools

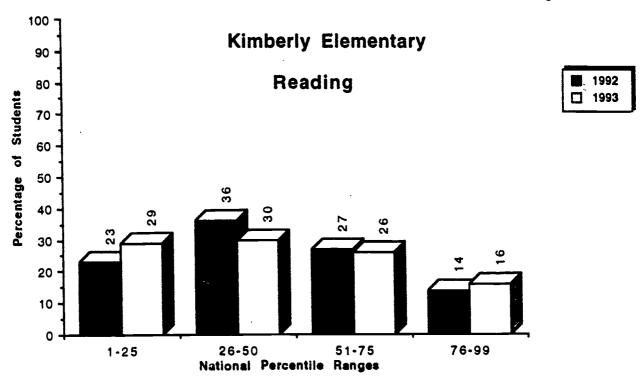
• Difference = 1993 - 1992

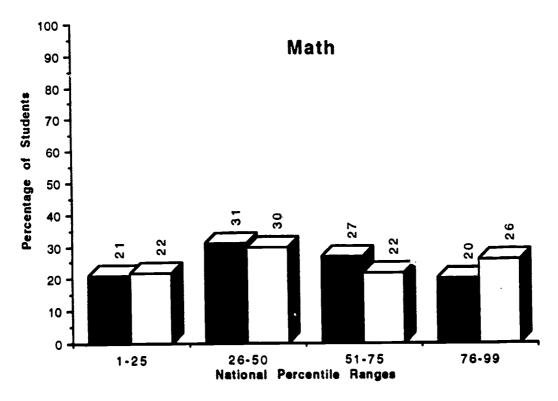
SCHOOL: 41490 KIMBERLY ELEMENTARY SCHOOL

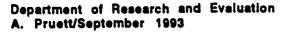
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		<b>X</b>	MATHEMATICS	s o
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
3	œ	36	14	80	‡	50
5 8	99	o 6	23	99	49	74
	99	=	17	99	<b>=</b>	21
8 8	89	3.	50	89	33	57
02	72	31	43	72	4	22
SCHOOL TOTAL	360	151	42	360	187	52
ELEMENTARY K-5 SCHOOLS 21,280	21,280	11,200	53	21,123	12,103	57

# Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency









OS Non SWP

OS SWP

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

							8					7					
		tics		1993	51	33	21 31 33	43		tics	1993	39 46	47	38	35	37	38
		Mathema:		1992	9	9	E	32		Mathematics	1992	38	36	33	34	35	35
				z	19	23	21	<del>2</del>			z	476	494	556	444	670	732
100	1								System								
School									Sys								
	•					-					Gain	35 38 3	4	-	ស	•	g
		D.	1	1993	42	33	33 35	38		ō.	1993	38	33	32	38	88	42
		Reading		1992	36	32	33	38		Reading	1992	35	35	<b>3</b>	33	34	36
				z	16	<b>58</b>	22	37			z	589	574	783	791	738	827
				Grade	O2 Non SWP	03 Non SWP	04 Non SWP	05 Non SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP

<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWF = School Wide Project School(s)

NonSWP = NON-School Wide Project School(s)

ENGLA ELEMENTARY SCHODL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

		Readt	Reading				Mathema	tics	
Grade		1992	1993	Gain		z	1992	N 1992 1993 Gain	Gain
***************************************						l			
05		38	4	9		16	<b>•</b>	20	0
03		32	36	4		13	<b>‡</b>	37	4
8	34	37	<del>-</del>	4		33	39	<b>Q</b>	-
05		<b>•</b>	42	8		47	38	46	60
					System				
		Readi	gu				Mathema		
Grade		1992		Gain		z	1992		Gain
05	857	36 36				681 39 43	39		
03		33		81		707	37		<b>و</b>
8		35		4		954	35		8
90		32		7		866	34		9

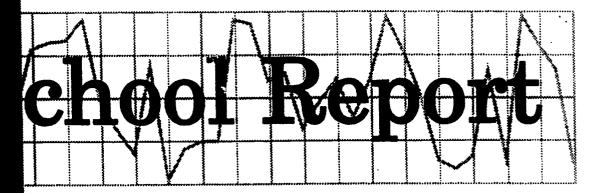
Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

Grades K - 5

Total	z	7.4	5,478	103	5,489	7.4	4,969	7.1	4.971	70	4.917	79	4,799	471	30,623
Retained	Percent	-	LO.	7	7	ო	4	4	2		2			ო	4
Reta	z	-	294	7	408	7	185	9	113		82		20	13	1,102
p <b>e</b> o	Percent			10	4	4	ស	7	ß	. 🔻	2	-	4	រភ	4
Admin. Placed	z			01	202	3	257	5	260	Э	227	1	191	22	1.137
Promoted	Percent	66	95	83	68	68	16	68	85	96	94	66	96	66	66
Prom	Z	73	5, 184	98	4.879	69	4.527	63	4.598	67	4,608	78	4.588	436	28.384
		School	System	School	System	School	System	School	System	School	System	School	System	School	Svetem 28.384
	Grade	¥		10		02		60		40		90			

# ATLANTA PUBLIC SCHOOLS



1992-93

# KIRKWOOD ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# KIRKWOOD ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings	
I. General Descriptive Characteristics		
What critical school factors may have influenced student performance?	<ul> <li>Student enrollment declined over a three-year period. The percentage of decrease in enrollment was greater than the percentage of decrease systemwide.</li> </ul>	rcentage of rease systemwide.
	<ul> <li>The student mobility index (.50) was considerably higher than the systemwide index (.38). Fifteen percent of the students were enrolled less than seven attendance periods.</li> </ul>	the systemwide than seven
	<ul> <li>The student/teacher ratio at Kirkwood was higher than the systemwide ratio.</li> </ul>	stemwide ratio.
	<ul> <li>Over three-fourths of the kindergarten students entered school with little or no preschool experience.</li> </ul>	I with little or no
	<ul> <li>Two first grade students had no kindergarten experience and five students attended kindergarten programs outside of the system.</li> </ul>	five students
	<ul> <li>Both student and staff attendance increased steadily over a three-year period.</li> <li>The percentage of attendance was above the system average for both students and staff.</li> </ul>	ree-year period.
1357	1358	



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Full Text Provided by ERIC	
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RIC	**************************************	
	Critical Questions	Findings
	II. Performance-Based Assessment	
	A. Do any of the Georgia Kindergarten Assessment Program (CKAP) capabilities or key indicators suggest a need for attention?	The percentages of kindergarten students receiving "yes" ratings in each of the five capability areas were below the corresponding system and state percentages. Within the Communicative Capability, particular attention may be needed in the area of Emergent Literacy.
	B. What was the ending performance of kindergarten students in writing?	By the end of the school year, 70 percent of the kindergarten students were either Phrase/Sentence Writers or Simple Story Writers.
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• In both the fiction and nonfiction categories, by the end of the school year there was an overall increase in the percentages of students scoring in the Excellent and Upper Adequate ranges and a corresponding decrease in the percentages of students scoring in the Needs Improvement and Lower Adequate ranges. This trend was not evident in grades 3 and 5 in the area of fiction. In these grades, more students scored within the Needs Improvement range at the end of the school year than at the beginning.

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Critical Ouestions		
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Findings

# III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?

A. Grade 3

-3-

# Taking into account the standard error (S.E.), third grade students exceeded the state goal in both 1992 and 1993 in the area of Mathematics. In 1993, students also met or exceeded the state goal in Language Arts. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study Skills (Language Arts), all strands in the area of Mathematics and Citizenship and Skills (Social Studies). Additional strands for which the state goal was met in 1993 only included Inferential and Critical Comprehension and Life Science. Quality performance was not indicated in any of the content areas or strands in either 1992 or 1993.

Taking into account the standard error (S.E.), the scores of fifth grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts, Mathematics and Health. Strands on which the state goal was met or exceeded both years included all strands in Language Arts and Mathematics, and the Substance Abuse strand in the area of Health. Quality performance was indicated both years on the following strands: Literal Comprehension (Language Arts) and Probability and Statistics (Mathematics).

B. Grade 5

© T	
Critical Questions	Findings
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• There was a noticeable decrease in the percentage of students scoring at or above the national norm in both reading and mathematics. The one grade having at least 50 percent of the students with scores at or above the national norm was grade 5.
B. Students who attended the school for seven or more attendance periods?	<ul> <li>Compared to the entire student body tested, students who attended school at least seven attendance periods had slightly higher scores in both reading and mathematics.</li> </ul>
C. The percentage of students scoring within each quadrant?	• In both reading and mathematics there were decreases in the percentages of students wih scores in the highest quadrant (76th - 99th percentile range) and increases in the percentages of students with scores in the lowest quadrant (1st - 25th percentile range).
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• NCE gains were made by Chapter I students in grades 4 and 5 in reading and in grades 3, 4 and 5 in mathematics. These gains were greater than those made by similar students systemwide.
B. Remedial Education Program (REP)	NCE gains were made by REP students in grade 5 in reading and in grades 3, 4 and 5 in mathematics. Gains made by REP students at these grades were greater than those made by REP students systemwide.
1363	1364

-4-

	Findings	• Overall, 88 percent of Kirkwood's students were promoted at the end of the year as compared to 93 percent systemwide. The highest percentage of retained students was in kindergarten. The largest percentages of administratively placed students were in grades 3, 4 and 5.
ER Pallatar	Critical Questions	VI. Progression Status  How did the school's progression status compare to that of the system?

CV:sm - SR#47 Department of Research and Evaluation October 28, 1993

# 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

# General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

# Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



# Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

# Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

# Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93

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OB/O6/93 KIRKWOOD ELEMENTARY SCHOOL

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# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

:	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		•			OIFFERENCE		1
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	) 	PERCENT
SCH	SCHOOL	345	323	281	- 42	13.0	-2.940	
ALL	ALL ELEMENIAKY Staff/School Factors (END OF	75.720 VEAR)		3		SCHOOL	ALL ELE	ALL ELEMENTARY
; ;					NUMBER	PERCENT	NUMBER	PERCENT
-	PUPILS ON ACTIVE ROLL:						1	
:	SEVEN OR MORE ATTENDANCE PERIODS	NACE PERIODS	٩		240	<b>8</b> 55	27498	88.7 -
	LESS THAN SEVEN ALLENDANCE PERTUDS	DANCE PEKIOL	c		<b>;</b>	2		2
c	PUPIL TRANSFERS:							
i	5	SILS NEW TO S	CHOOL		95	34	9541	30
	CALMERER / PERCENT OF PUPIL'S NEW	JILS NEW TO A	TO APS		<b>5</b> 6	σ	3873	<b>1</b> 2
	MOBILITY INDEX				005		38	
e,	PUPIL-TEACHER RATIO				23.4		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	v			က	-	111	0
ů.	PUPILS IN PROJECTS:							
	CHAPTER I READING				65	23	15734	50
	CHAPTER I MATH				51	81	14903	47
	REP READING				46	9	4384	7
	REP MATH				45	16	3768	12
	BILINGUAL				ო	-	748	8

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O8/06/93 KIRKWOOD ELEMENTARY SCHOOL

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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

≤	C. STAFF/SCHOOL FACTORS (END OF YEAR)	SC	SCHOOL	ALL EI	ALL ELEMENTARY	
	3 1 4 7 1 1 1 4 4 4 4 4 4 4 4 4 4 4 4 4 4	NUMBER	PERCENT	NUMBER	PERCENT	
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	; ; ; ;	1 1 1 1 1 1	! ! ! !	1 1 5 1 1 1	
	K-GARTEN - APS PRE-SCHOOL	•	0	291	ហ	
	K-GARTEN - HEAD START	8	ß	383	7	
	K-GARTEN - COMMUNITY PRE-SCHOOL	œ	81	2257	42	
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	34	7.7	2391	45	
	FIRST GRADE - APS K-GARTEN	7	85	4862	06	
-	FIRST GRADE - NON-APS K-GARTEN	S	9	481	6	
	FIRST GRADE - NO K-GARTEN	6	•	9	-	
ý.	PERCENT PUPIL ATTENDANCE:		6		8	
	1990-91		6.66 6.66		94.1	
	1992-93		94.3		94.2	
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.5 97.6 98.3		97.2 97.4 97.4	

# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty.		
Capabilities	la Jestes	Percentage Receiving "Yes" Rating	eiving g	
	School	System	State	
				I. Co
I. Communicative	84	93	92	Ą
	00	60	03	B
II. Logical-Mathematical	60	20	96	ن ن
III. Physical	93	97	96	Ö
IV Braceael	80	<b>7</b> 6	66	II. Lo
	3	5		A.
V. Social	98	94	93	B
				Ċ
Total Number Reported	44	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	68	86	6
B. Processes Auditory Information	98	85	85
C. Communicates Orally	98	91	85
D. Demonstrates Emergent Literacy	11	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	84	06	91
B. Makes Comparisons	84	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	98	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

# GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

## **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

# II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
     demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

## III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals,
  - and letters writes numerals, letters, and words without
  - samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers
     attempts new activities without undue
  - nxiety or fear plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - I treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
  - participates in cooperative activities
  - B. Carries Out Assigned Tasks

    carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



R&E/CV:aap/jep - #7728-126

S 7 C			42504
SCHOO	LOPMENT +	- 1993	
PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT+	END OF KINDERGARTEN - 1993	Y SCHOOL
ATLANTA	STAGE OF	END OF	KIRKWOOD ELEMENTARY SCHOOL
<b>⊢ ∀</b>			KIRKE

		NUMBER	PERCENT	
STAGE 1:	: PICTOGRAPHIC WRITER	8	4.7	
STAGE 2:	: SCRIBBLE WRITER	4	e. 6	
STAGE 3:	: INVENTED WORD WRITER	e	7.0	
STAGE 4:	: COPIER	8	4.7	
STAGE 5:	.: NEW WORD WRITER	n.	4.7	
STAGE 6:	: PHRASE/SENTENCE WRITER	7	32.6	
STAGE 7:	: SIMPLE STORY WRITER	91	37.2	
	TOTAL NUMBER	₹3	100.2	

ERIC

\*Full Taxt Provided by ERIC

7/21/93

# Stages of Writing Development

ERIC PRICE

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

# **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Stage 6 PhraselSentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

R&E: jep 8/16/93 #441-107

... ....



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PAGE

KIRKWDOD ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		32	32			39	33			35	32			38	38		
	5																	
	ENT	×	53	Ξ	- 18		13	56	73		37	17	-20		9	5	S	
	NEEDS IMPROVEMENT																	
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	LOWER																	
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+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.



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# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data incident the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

KIRKWOOD ELEMENTARY SCHOOL

	TOTAL	33	35		9	9		72	72	
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	. ~	>< @	16	-15	35	30	rb.	33	24	<del>ن</del>
	LOWER	z ç		ស្	4	7	-5	24	17	-1
<u> </u>		34 E	25	5	20	35	<b>2</b>	17	31	<del>*</del>
ADEQUATE	MIDDLE	z <sup>4</sup>	∞	<b>→</b>	88	<b>*</b>	9	12	22	9
		≫ <del>~</del>	38	52	13	<del>-</del>	0	13	<b>54</b>	Ξ
1	UPPER	z <sup>4</sup>	12	<b>60</b>	5	ល	0	σ	17	<b>00</b>
	ENT	≯¢ <sup>31</sup>	13	4	0	ო	ю	4	7	ო
	EXCELLENT	z	4	<b>-</b>	0	-	-	ო	ល	α
		4	•	₹	2	ល	ស			
		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			POSTTEST		PRETEST	POSTTEST	DIFFERENCE			

-16-

1335

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

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# **School Content Area Summary**

GRADE 3

System Neme: ATLANTA CITY

System Code: 761

School Name: KIRKWOOD ELEM

School Code: 1564

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score	Light shaded area	= State Goal, dark	shaded area	= Quality Pe	rformance
Strand	S.E.	100 125	150	175	200	225
LANG ARTS:READING	159 ±4		••••			
Literal Comp	172 ±4		·	****		
Infer & Crit Comp	153 ±5		*****	•		
Reference & Study	167 ±2-		•	<del> </del>		
		N = 46		•	.P.#186	
MATHEMATICS	168 ±2			**		
Numbers & Num Rel	173 ±3			****		
Operations & Comp	168 ±2			••••		
Geometry	174 ±2			, <del></del>		
Measurement	175 ±2			***	•	
Prob & Stat	186 ±2			, .	<del>- </del>	
PROBLEM SOLVING	165 ±2			refee		
		N = 46		•	.P. #152	
SCIENCE	145 ±3	_	***			÷
Life Science	160 ±2		· •• <del> ••</del>		<u>;</u> :*	
Earth Science	152 ±2		•••		1.77	
Physical Science	141 ±2		***			••
Process Skills	156 ±1		•			
Env/Sci/Tech/Soc	143 ±3		•••			
		N = 46		.=167	.P.#152	<del></del>
SOCIAL STUDIES	155 ±3		***		#. 2000	
Communities	158 ±2	1	•••		170	
Citizenship	167 ±5		•	****		
American Heritage	155 ±2		***	•	•	
Skills	165 ±3		•	•••		
		N = 46		.=167 G	.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

<sup>+ -</sup> the school score

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: KIRKWOOD ELEM

School Code: 1564

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = St	ate Goal D	ark shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	166 ±3				***	No. V	
Literal Comp	174 ±3				, ••••{•••		
Infer & Crit Comp	164 ±3				se <del>sjese</del>		_
Reference & Study	170 ±2	1			, 		
		N = 49			S.G.=165	0.F.#19#	
MATHEMATICS	170 ±2					i was in the second	
Numbers & Num Rel	172 ±2				••		
Operations & Comp	175 ±2				***		
Geometry	173 ±1				••`		,
Measurement	173 ±2				***		
Prob & Stat	188 ±1				•	•	
PROBLEM SOLVING	169 ±2				•• <del>†••</del>	* 400 m 11 a a a a a a a a a a a a a a a a a	
		N = 48			S.G.=167	0.P. 1192	
SCIENCE *	151 ±2	İ		***			
Life Science	169 ±2	į		,	••••		
Earth Science	161 ±2				•••		
Physical Science	143 ±2			***	•		
Process Skills	154 ±1			` +			
Env/Sci/Tech/Soc	152 ±3			***			
		M = 49		<u> </u>	S.G.=167	0.P.#192	
SOCIAL STUDIES	162 ±2	1			***		
Communities	161 ±2				***		
Citizenship	173 ±3						
American Heritage	160 ±2				••••		
Skill <b>s</b>	168 ±3				******		
		N = 49			S.G.=167	Q.P.#132	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reeding and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

-18-

<sup>+ .</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: KIRKWOOD ELEM

School Code: 1564

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance
Strand	S.E.	100 125 150 175 200 2
LANG ARTS: READING	181 ±4	****
Literal Comp	200 ±4	
Infer & Crit Comp	178 ±6	· · · · · · · · · · · · · · · · · · ·
Reference & Study	181 ±3	***************************************
		N = 41 S.G.=162 G.F.=187
MATHEMATICS	170 ±2	<del></del>
Numbers & Num Rel	173 ±2	nețes
Operations & Comp	169 ±2	who.
Geometry	166 ±2	00/40
Measurement	171 ±4	· · · · · · · · · · · · · · · · · · ·
Prob & Stat	189 ±3	Notice of the second of the se
PROBLEM SOLVING	176 ±3	******
1 7050000		N = 48 3.8.1167 8.P.1152
SCIENCE	153 ±2	nejeo
Life Science	156 ±1	<b>'4</b> •
Earth Science	160 ±1	<b>'+</b>
Physical Science	159 ±1	•••
Process Skills	159 ±3	******
Env/Sci/Tech/Soc	146 ±1	+ '
		N = 41 3.8.0168 6.P.0153
SOCIAL STUDIES	152 ±2	****
Geog Regions	156 ±2	*****
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	+
U.S. 1791-1875	153 ±1	+
U.S. 1875-1932	161 ±1	+
U.S. 1932-present	159 ±1	T
Skills	159 ±4	T
SKIIIB	137 14	H = 41 S.G. =176 G.P. =155
HEALTH	171 ±2	nejeo .
	No report	Strend contains fever then ten items.
Safety	168 ±1	
Nutrition	He resert	Strend centains fewer than ten items.
Personal Health	184 ±2	
Substance Abuse	1	***
Growth, Dev & Fam	164 ±1	Strand centains fower then ten items.
Mental Health	No report	
		N = 41 S.8.=176 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

1338

· - the standard error (S.E.)

#### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: KIRKWOOD ELEM

School Code: 1564

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded	area = State G	ioal Dark shaded	area = Quality Perform	nance
Strand	S.E.	100	125	150 179		225
LANG ARTS: READING	184 ±4				ensiles se	
Literal Comp	203 ±3				****	
Infer & Crit Comp	172 ±6			****	<b>₹</b>	
Reference & Study	184 ±2			1	40440	
	L	N = 44		S.G.=162	Q.P.×187	
MATHEMATICS	168 ±2	İ		estas		
Numbers & Num Rel	172 ±2			***		
Operations & Comp	166 ±2			***		
Geometry	170 ±1			<b>' +</b>		
Measurement	167 ±3			***		
Prob & Stat	192 ±3			•	***fane	
PROBLEM SOLVING	175 ±2			***	•	
<del>-</del>	<u></u>	N = 44		S.G.=167	0.P.×192	
SCIENCE	157 ±2			****		
Life Science	159 ±1			<b>'+</b> •	₹	
Earth Science	159 ±1			- <del> </del> -		
Physical Science	164 ±1	}		' <del>- -</del>		
Process Skills	161 ±2			••••		
Env/Sci/Tech/Sec	153 ±1			* ***	v.	
<del></del>		N = 44		S.G.=168	0.7.4193	
SOCIAL STUDIES	152 ±2			**		
Geog Regions	162 ±2			' <del> </del>		
Canada Hist/Geog	134 ±0	ļ	ŧ	1		
U.S. pre-1791	161 ±1		•	+		
U.S. 1791-1875	151 ±1			+ '		
U.S. 1875-1932	159 ±1			' <del>' </del>	**************************************	
U.S. 1932-present	160 ±1			ι • <del>•</del> •	- 100 mg	
Skill <b>s</b>	158 ±3	}		! ********		
	<u> </u>	N = 44		S.G.=170	0.P.=19S	
HEALTH	169 ±2			njer		<u> </u>
Sfty/Prs/Mntl Hlth	179 ±2	1		•	anjeu	
Nutrition	165 ±1			<b>+</b> •		
Substance Abuse	181 ±1			7-		
Growth, Dev & Fam	165 ±1			*		-
		N = 44		T 3.6.=170	Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

<sup>† -</sup> the school score

<sup>\*\* =</sup> the standard error (S.E.)

ste: Content Area secree are seeled separately and are not simple everages of strand secree.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	Number Tested		Perce	Percent At/Above National Norm(NP=50)	ove m(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
10	. 46	9	4	58	43	
03	43	06	71	68	28	
03	49	42	<b>4</b> 3	53	12	
40	*	25	50	36	34	
05	43	33	8	<b>4</b>	53	
School Total		51	<b>Q</b>	48	34	-14
Elem. 1-5 Schools	23,856	09	48	40	5	<b>ෆ</b> '

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	1993 +Diff						-17	ຕຸ
/e (NP≖50)	1993	46	33	31	32	29	42	26
Percent At/Above National Norm(NP=50)	1992	‡	92	<b>4</b> 3	49	62	23	29
Percent Nation	1990 1991	58	8	57	4	34	59	09
	1990	58	<del>0</del> 0	52	25	52	58	67
Number Tested	1993	46	42	49	43	43	223	23,687
	Grade	01	05	03	90	90	School Total	Elem. 1-5 Schools

1391

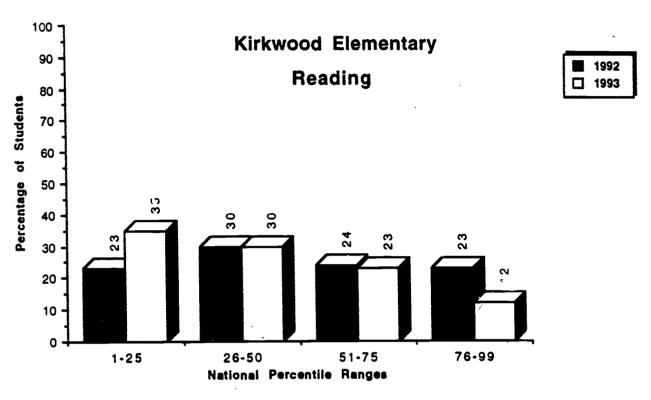
\* Difference = 1993 - 1992

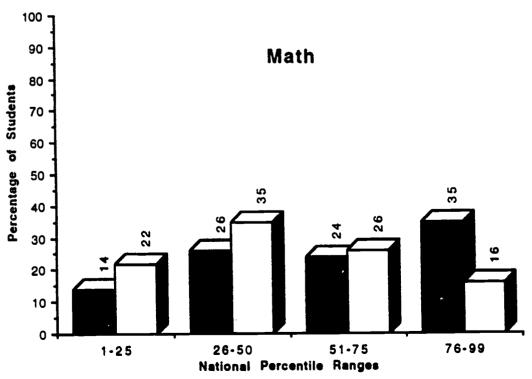
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\* \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		₹ I	MATHEMATICS	s S
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	38	8	47	38	50	53
. 0	98	=	31	35	13	37
100	<b>4</b> 3	, LC	12	<b>4</b> 3	12	28
88	36	<u>.</u>	36	35	13	37
90	4	21	51	7	27	99
SCHOOL TOTAL	194	89	35	192	82	4
ELEMENTARY K-5 SCHOO	SCHOOLS 21,280	11,200	53	21,123	12, 103	57

BEST COPY AVAILABLE

# Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







10/06/93 KIRKWOOD ELEMENTARY SCHOOL

Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years\*

School

	Gain		ů.	4	9	o				Gain	7	Ξ	7	-	8	ო	ഹ	89
									<b>ن</b>	593	9	4.7	38	35	37	38	39	42
matics	19	1	_	<b>(0</b>	10	_			ematic:	2	1	•	•				_	_
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	z	,	"	4	17	16				z	476	494	556	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	670	732	747	828
								te 3										
								Sys										
	Gain		- 10	٢	ø	o				Gain	၉	•	-	ဟ	•	ø	9	6
ō.									ğ	1993	38	33	35	38	38	42	<b>Q</b>	45
Readt	1992		7	30	31	36			Read	1992	32	35	34	33	9 <b>.</b>	36	34	36
	z		∞	თ	22	23				z	589	574	783	791	738	827	764	889
	Grade		02 Non SWP	03 Non SWP	04 Non SWP	OS Non SWP				Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	OS Non SWP	OS SWP
		Reading Mathematics Mathematic	Nathematics	Reading     Mathematics       N     1992     1993     Gain       N     1992     1993	N         1992         1993         Gain         N         1992         1993           8         41         31         -10         :         41         36           9         30         29         -1         4         26         30	Reading         Mathematics           N         1992         1993         1992         1993           8         41         31         -10          41         36           9         30         29         -1         4         26         30           22         31         37         6         17         35         41	Reading  N 1992 1993 Gain  8 41 31 -10  9 30 29 -1  22 31 37 6  23 36 45 9	N         1992         1993         Gain         N         1992         1993           8         41         31         -10          41         36           9         30         29         -1         4         26         30           22         31         37         6         17         35         41           23         36         45         9         16         37         46	N         1992         1993         Gain         N         1992         1993           8         41         31         -10          41         36           9         30         29         -1         4         26         30           22         31         37         6         71         35         41           23         36         45         9         16         37         46	N         1992         1993         Gain         N         1992         1993           8         41         31         -10          41         36           9         30         29         -1         4         26         30           22         31         37         6         17         35         41           23         36         45         9         16         37         46           System    Reading  Mathematics	N       1992       1992       1993       Hathematics         8       41       31       -10        41       36         9       30       29       -1       4       26       30         22       31       37       6       17       35       41         23       36       45       9       16       37       46         System         N       1992       1993       1992       1993	N       1992       1993       Gain       N       1992       1993         8       41       31       -10        41       36         9       30       29       -1       4       26       30         22       31       37       6       37       46         23       36       45       9       16       37       46         System         N       1992       1993       6ain       N       1992       1993       1993       1693	Reading         Mathematics           8         41         31         -10          41         36           9         30         29         -1          41         36           22         31         37         6          41         36           23         36         45         9         16         37         46           23         36         45         9         16         37         46           8         39         6ain         N         1992         1993         46           589         35         38         3         476         39         46           574         35         39         4         6         39         46	N         1992         1993         Gain         N         1992         1993           8         41         31         -10          41         36           9         30         29         -1         4         26         30           22         31         37         6         71         35         41           23         36         45         9         16         37         46           N         1992         1993         46         46         46           574         35         38         3         46         47         49         46         47         46         47         46         47         46         47         46         47         46         46         46         46         46         46         46         46         46         46         46         46         47         46         47         4	Nathematics         Mathematics           8         41         31         -10          41         36           9         30         29         -1          41         36           22         31         37         6          4         26         30           23         36         45         9          17         35         41           8         35         36         45         9          4         26         30           8         35         36         45         9          16         37         46           589         35         38         4          494         36         47           574         35         39         4         494         36         39         38           783         34         3         5         556         39         38         38	N         1992         1993         Gain         N         1992         1993           8         41         31         -10          41         36           9         30         29         -1         4         26         30           22         31         37         6         7         41         36         41           23         36         45         9         -1         7         35         41         46           23         36         45         9         46         37         46         46           N         1992         1993         Gain         N         1992         1993         46           589         35         36         4         494         36         47         46           783         34         35         1         494         36         39         38           791         33         34         36         4         444         34         35         37           738         34         38         4         670         35         37         37	Reading         Mathematics           8         41         31         -10          41         36           9         30         29         -1         4         26         30           22         31         37         6         17         35         41           23         36         45         9         16         37         46           103         36         45         9         46         36         41           589         36         36         4         494         36         46           589         36         36         4         494         36         47           791         33         34         36         4         444         34         35           738         34         38         5         444         34         35           738         34         36         4         670         35         38           738         34         6         732         38         37         38         35         38	Nathematics         Mathematics           8         41         31         -10         1992         1993           9         30         29         -11         4         26         30           22         31         37         6         77         35         41           23         36         45         9         17         35         41           589         35         38         4         46         36         47           574         35         38         4         494         36         47           783         34         35         1         494         36         37           791         33         38         5         44         34         35           738         34         38         5         444         34         35           744         34         40         6         732         36         37           744         34         36         4         670         35         37           744         34         40         6         74         34         39           764         34         40

1396

<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded
Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo1

		6.						Gain	4	ဗ	8	9
atics	1993	37	22	7	46		atics	1993	43	34	37	9
Mathem	1992	40	16	35	35		Mathem	1992	39 43	37	35	34
	N 1992 1993	13	8	12	13			z	68 1	707	954	866
						System						
	Gain	7			7			Gain		8	4	7
<b>D</b>	1993	36	30	30	37		ing	1993	36	35	39	42
Reading	1992 1993	40 36	30 30	30 30	30 37		Reading	1992 1993	36 36	33 35	35 39	35 42
Reading		8 40 36					Reading		857 36 36			

-25-

Scores for students in the Program for Exceptional Children are excluded



8/04/93 KIRKWOOD ELEMENTARY SCHOOL

1992-93 Progression Status Report

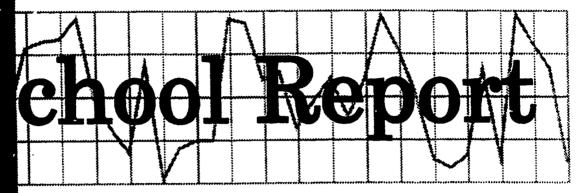
Grades K - 5

	ļ								İ					·	
Total	z	43	5.478	47	5,489	1	4,969	49	4.971	43	4.917	**	4,799	270	30,623
Retained	Percent	49	S	•	7		•	2	7	2	8			•	•
R.	z	∞	294	2	408		185	-	113	-	82		20	12	1,102
peog	Percent			4	4		w	<b>*</b>	ß	*	ស	=	•	7	•
Admin. Placed	2			2	202		257	7	260	9	227	ស	191	20	1,137
Promoted	Percent	8	85	16	68	<b>%</b>	16	84	93	84	<b>5</b> 6	88	96	88	66
ď	z	35	5, 184	<b>4</b> 3	4.879	‡	4,527	7	4,598	36	4.608	39	4,588	238	28,384
		School	System	Schoo1	System	School	System	School	System	School	System	Schoo 3	System	Schoo 3	System 28,384
	Grade	¥		10		00		03		<b>*</b> 0		90			





#### ATLANTA PUBLIC SCHOOLS



1992-93

### LIN ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# LIN ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

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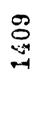
This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment increased by 9.2 percent over a 3-year period in comparison to a 5.3 percent decrease for the system for that period of time.
	<ul> <li>Ninety-two percent of the pupils were on active roll for seven or more attendance periods.</li> </ul>
	• The pupil mobility index was .29 compared to .38 for the system.
	<ul> <li>Seventy-six percent of the kindergarten pupils had preschool experiences and only one first grade pupil did not attend kindergarten.</li> </ul>
	• There was an increase in the percentage for pupil attendance from FY'92 to FY'93 and it was higher than that for the system in FY'93.
·•	<ul> <li>The percentages for certified staff attendance have been higher than those for the system for the past three years and this fact was reported last year for the previous three years.</li> </ul>
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP capabilities and indicators showed percentages from 94 to 100 that received "yes" ratings; therefore, no capabilities or indicators suggest a need for attention, and the kindergarten students should be prepared for a developmentally appropriate first grade.
B. What was the ending performance of kindergarten students in writing?	<ul> <li>Systemwide the majority of the kindergarten students were in Stages 6 or 7 by the end of the year. At the school 50.5 percent of the students were in Stages 6 and 7, and 25.2 were in the higher Stages 8 and 9.</li> </ul>

Findings	<ul> <li>For fiction matched scores there were 9 percent fewer students in the Lower Adequate/Needs Improvement Categories and 11 percent more students in the Excellent Category.</li> <li>For nonfiction matched scores there were 19 percent fewer students in the Lower Adequate/Needs Improvement Categories and 18 percent more students in the Upper/Middle Adequate Categories.</li> </ul>	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Social Studies (1992 and 1993). In addition, the scores met or exceeded the state for both years on all Reading strands; all Mathematics strands; the Life Science strand in Science and the Communities, Citizenship and Skills strands in Social Studies. The scores also met or exceeded the state goal for the Earth Science strand in Science (1993), and the American Heritage strand in Social Studies (1993). The school's scores did not indicate quality performance in the Probability and Statistics strand in Mathematics (1993).
Critical Questions	C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	Hi. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5  In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?  A. Grade 3

Findings	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, and Health (1992 and 1993) and in Science (1993). The scores also met or exceeded the state goal for 1992 and 1993 on the three Reading strands; five of the six Mathematics strands; the Process Skills strand in Science; and the Nutrition and Substance Abuse strands in Health. Additionally, in 1993, the scores met or exceeded the state goal on the Operations and Computation strand in Mathematics; the Physical Science strand in Science; the Geographical Regions and Skills strands in Social Studies; and the Safety/Personal/Mental Health and Growth and Development/Family Living strands in Health. In 1993, the scores indicated quality performance in the area of Language Arts/Reading. Also, the scores indicated quality performance on the Reading strands of Literal Comprehension and Inferential and Critical Comprehension (1992 and 1993) and the Reference and Study (1993); and the Mathematics strands of Probability and Statistics (1992 and 1993) and Problem Solving (1993).	<ul> <li>From FY'92 to FY'93 the school showed an increase of 1 in the percentage of students at or above national norm in increase of 3 in the percentage at or above national norm in mathematics. These percentages were above the -3 of the system for both subjects.</li> </ul>
Critical Questions	Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 (contd)  B. Grade 5	<ul> <li>IV. lowa Tests of Basic Skills (ITBS)</li> <li>Were there changes in reading/mathematics achievement with respect to the following:</li> <li>A. Regular-program students?</li> </ul>

3		•
	Critical Questions	
	IV. lowa Tests of Basic Skills (ITBS) contd.	Findings
	B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or the national norm for reading and mathematics
	C. The percentage of students scoring within each quadrant?	There was a decrease in the percentage of students in the lowest there were increases in the lowest quadrant for reading; however, mathematics.
_	V. Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Traditional Program	• There were gains in NCE for the students in Chapter I reading at anom.
	B. Remedial Education Program (REP)	There were gains in NCE for the REP students in reading at grades three there were losses in NCE at grades two, three and five and a gain at grade two and a loss at grade four. In mathematics, grade four.
	VI. Progression Status	
	How did the school's progression status compare to that of the system?	• Ninety-eight percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively compared to 4 percent for the system and 1 percent was retained
æ	R&E/PA:If November 3, 1993	



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

#### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

#### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

#### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

#### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



#### **lowa Tests of Basic Skills (ITBS)**

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

#### Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

#### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 LIN ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

						DIFFERENCE	ENCE	1
	-	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCF	SCHOOL All elementary	34,420	404	416	12 -2,311	0.0	35	
STA	STAFF/SCHOOL FACTORS (END OF	F YEAR)				5	ALL ELE	ALL ELEMENTARY
!	\$ 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				NUMBER	: -	NUMBER	PERCENT
<del>-</del>	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	DANCE PERIODS ENDANCE PERIOC	S		384		27498	87
ų	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW NUMBER/PERCENT OF PUPILS NEW MOBILITY INDEX	5 <b>5</b>	SCHOOL. APS		103 74 29	25 18	9541 3873 .38	30
ю	PUPIL-TEACHER RATIO				21.9		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	WS			8	0	=	0
æ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				99	16	15734	50
	CHAPTER I MATH				62	15	14903	47
	REP READING				34	<b>60</b>	4384	7
	REP MATH				46	=	3768	12
	FOREIGN LANGUAGE IN E	W ELEM. SCHOOLS	s		155	37	1539	ß
	AFTER-SCHOOL PGM. FOR	FOR SCHOOL-AGE CHILDREN	CHILDREN		8	•	2028	9
	BILINGUAL				50	ល	748	8





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GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	,	ALL ELEMENTARY
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1	 	! ! ! !	
K-GARTEN - APS PRE-SCHOOL	64	8	291	S
K-GARTEN - HEAD START	cv.	8	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	63	72	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	24	2391	2
FIRST GRADE - APS K-GARTEN	57	92	4862	06
FIRST GRADE - NON-APS K-GARTEN	•	13	481	Ø
FIRST GRADE - NO K-GARTEN	-	-	09	-
PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		94.7 94.6 95.2		4 4 9 9 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		988 4.88 5.89 5.		97.2 97.4 • 70



# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ly.		
Capabilities	Percer	Percentage Receiving "Yes" Rating	eiving g	,
	School	System	State	
				I. Col
I. Communicative	97	93	92	Y.
M. Lenis J. M. Charles	00	60	00	B.
ii. Logical-inathematical	66	00	3	ن ت
III. Physical	66	97	96	Ö
IV Descond	ያ	76	60	II. Lo
•	3	5		A.
V. Social	94	94	93	B.
				C.
Total Number Reported	86	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	66	86	76
B. Processes Auditory Information	66	82	82
C. Communicates Orally	100	91	85
D. Demonstrates Emergent Literacy	95	06	88
II. Logical-Mathematical			
A. Sorts Sets of Objects	26	06	91
B. Makes Comparisons	86	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	66	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104



#### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

#### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

#### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
     interprets pictures
- **B.** Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words<sup>4</sup>
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*

  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

#### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food grouns)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
  - 4 uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

#### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

#### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly follows classroom rules
  - treats others and their belongings with respect

#### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
    - participates in cooperative activities
- - Carries Out Assigned Tasks
    carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.

R&E/CV:aap/jep - #7728-126



8/18/93

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PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	100
ATLANTA	STAGE OF	END OF	I IN ELEMENTARY SCHOOL

7/21/93

PERCENT	2.3	4.	2.3	9.5	5.7	12.6	37.9	4.9	10.3	99.8
NUMBER	8	•	8	60	ស	Ξ	33	13	6	87
	PICTOGRAPHIC WRITER	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	INTERMEDIATE STORY WRITER	ADVANCED STORY WRITER	TOTAL NUMBER
	<b>::</b>	.: .:	.: e	<del></del>	 	:: <b>9</b>	7:	 <b>60</b>	 6	
	STAGE	STAGE	STAGE	STAGE	STAGE	STAGE	STAGE	STAGE	STAGE	

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

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# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

# **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 PhraselSentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

R&E:jep 8/16/93 #441-107



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PAGE

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1 .: • . WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION LIN ELEMENTARY SCHOOL

	TOTAL		74	74			54	54		, r	ט ט	3		58	28		241	241	: !
			56	7	-19		17	56	o	7.0	•	• 6	52-	10	58	19	20	16	4
	NEEDS TAPROVEMENT	z	19	ហ	-14		თ	4	ស	15		• 5	<del>7</del>	9	17	-	64	88	Ŧ
	. ~		4	49	ឃ		<del>1</del>	<del>1</del> 3	-5	£	÷ •	2 9	N I	33	9	-23	6	4	្តស
	AND I		9	<b>*</b>	4		œ	7	Τ,	æ			<del>-</del>	19	g	- 13	45	34	Ŧ
TE		<b>&gt;</b>	28	<b>78</b>	0		8	17	ဗု	£	. t	2 (	V	21	17	7	2	20	Τ
ADEQUATE	MIDDLE	z	21	21	0		=	თ	7	7	. α	, •	-	12	5	7	51	4	ကို
	·		56	28	8		50	22	a	29	50	2	>	28	21		26	25	T
	UPPER		19	21	a		<del>-</del>	7	-	16	<u> </u>	9	>	16	5	<b>7</b>	62	61	7
	ENT	×	7	18	=		28	22	9-	16	<b>4</b>	? ?	\$	σ	22	13	4	25	=
	EXCELLENT	z	ស	<del>.</del>	ω		<del>1</del> 5	4	ဗု	σ	00	Ç	2	ဌာ	13	80	94	09	26
			8	8	8		m	ო	ო	4	. 4	•	•	က	ស	œ.			
			LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL	LEVEL	FVF	10/10/10		LEVEL	LEVEL	LEVEL			
					DIFFERENCE				DIFFERENCE	PRETEST				PRETEST		DIFFERENCE			

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

1423



SCHOOL:

## ERIC

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time)

-14-

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

SCHOOL:	LIN ELEMENTARY SCHOOL	<b>IENTARY</b>	SCHOOL										
					;		ADEQUATE	ATE			i i	S	
			EXCELLENT	ENT	UPPER	2	MIDDLE		LOWER	. 2	IMPROVEMENT	EMENT	TOTAL
			z	×			z	×			z	>2	
PRETEST	LEVEL	4	42	22	5	27	<b>9</b>	18	Ξ	50	7	13	55
POSTIEST	LEVEL	•	7	13	8	36	17	31	9	Ξ	ഗ	O	55
DIFFERENCE		<b>▼</b>	ស	<b>ნ</b> -	വ	o	7	13	r G	6-	-5	7	
PRETEST		တ	e	9	13	25	5	23	15	28	5	61	53
POSTTEST	LEVEL	ល	œ	15	<b>-</b>	<b>5</b> 6	19	36	വ	თ	7	13	53
DIFFERENCE		ഗ	ស	თ	-	-	7	13	- 10	- 19	e 1	9-	
			<b>1</b> 5	7	28	<b>5</b> 6	22	50	26	24	17	16	108
			<del>.</del>	7	34	31	36	33	Ξ	0	42	Ξ	108
			0	0	g	ល	7	13	- 15	- 14	ម្ន	٠ د	

-15-

1427

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE PUSTTEST IS FICTION.

10/11/93

48

PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761 School Name: LIN ELEM

School Code: 2564

**GRADE 3** 

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = \$	tate Goal, dan	k shaded area =	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	174 ±4				****		
Literal Comp	179 ±4	İ			,		
Infer & Crit Comp	172 ±4				**********		
Reference & Study	174 ±2				- I		
		M = 58		s	.G.#165 9.	P. #146	
MATHEMATICS	182 ±3				mjes		
Numbers & Num Rel	181 ±2	į.			**		
Operations & Comp	180 ±2						
Geometry	180 ±2	1					
Meesurement	183 ±2						
Prob & Stat	190 ±1				1	-44	
PROBLEM SOLVING	180 ±3				andena.	3	
		M = SA		s	.G.=167 B.	P.#182	
SCIENCE	157 ±3			***	·		
Life Science	170 ±2	1	•	· ·	and on		
Earth Science	162 ±2				) 10 <del>100</del>	•	
Physical Science	144 ±2			**	1		
Process Skills	157 ±1			, <del>4</del> -			:
Env/Sci/Tech/Soc	153 ±3			***		Total Andrews	
		N = 58		'	.C.=167 R.	P.#152	
SOCIAL STUDIES	169 ±3				***		
Communities	167 ±2				refu	•	
Citizenship	177 ±4	1			1-		
American Heritage	162 ±2	1			<del></del>	•	
Skills	176 ±3			·			
	1 3. 3	M = SA		•	.G.=167 G.	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

† = the school score
\*\*\* = the standard error (S.E.)



#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761 School Name: LIN ELEM School Code: 2564

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = Si	ate Goal Dari	k shaded area	= Quality Perfor	mánce
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	181 ±4				****		
Literal Comp	184 ±3				, ************************************	•	•
Infer & Crit Comp	181 ±4				****	i i i kwi	
Reference & Study	176 ±2	l			· ·		
		N = 68		s.	G. =16E	0.F.#196	
MATHEMATICS	188 ±2					i <del>olos</del>	
Numbers & Num Rel	184 ±2	Ì			••		
Operations & Comp	187 ±2					<b>-∤</b>	
Geometry	179 ±1				+		
Measurement	183 ±2				***	1985 - 24 1887 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886 - 1886	
Prob & Stat	191 ±1				•	4	
PROBLEM SOLVING	186 ±2				••	<b>!</b>	
		N = 59			8.=167	A.P. *192	
SCIENCE *	163 ±3	Ì		•	** ***	Mary Server	
Life Science	173 ±1				+		
Earth Science	166 ±2				**		
Physical Science	148 ±2			** **			
Process Skills	160 ±2			••	••		
Env/Sci/Tech/Soc	158 ±3			***			
	<del>_</del>	N = 68	_		.C.=167	A.P. #192	
SOCIAL STUDIES	173 ±3		•		***		
Communities	167 ±2				•	38648 P.	
Citizenship	179 ±3						
American Heritage	166 ±2				**	1 48/0 1948.	
Skills	177 ±3				***		
		N = 68		s	.6.×167 0	.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills



<sup>+ -</sup> the school secre

#### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Nemm: LIN ELEM School Code: 2564 **GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal		ea = Quality Perform	ance
		<u>100 125 15</u>	0 175	200	225
LANG ARTS: READING	181 ±5		4400	deserte.	
Literal Comp	196 ±5			, <del>majaw</del>	
Infer & Crit Comp	186 ±6			. (	
Reference & Study	180 ±3		400	•••	
		M = 61	5.8.8162	8.F.#187	
MATHEMATICS	171 ±3		***		
Numbers & Num Rel	171 ±2		4		
Operations & Comp	164 ±2		**		
Geometry	170 ±2				
Meesurement	172 ±4		*		
Prob & Stat	192 ±3		1	majas	
PROBLEM SOLVING	177 ±3		****	<b>,</b>	
		M = 59	3.6.=167	A.P. #152	
SCIENCE	159 ±2		****		
Life Science	159 ±1		*		
Earth Science	160 ±2		***	W	
Physical Science	162 ±1		· <b>+</b>		
Process Skills	168 ±3		***	i vi	
Env/Sci/Tech/Soc	146 ±1	+	•	•	
		M = 41	5.8.0168	4.2.019%	
SOCIAL STUDIES	157 ±2		***		
Geog Regions	160 ±2		, ***	•	
Canada Hist/Geog	No report	Strand contains fewer than ten items.	'	•	
U.S. pre-1791	161 ±1		+		
U.S. 1791-1875	154 ±1		+•		
U.S. 1875-1932	163 ±1		1 ###	••	
U.S. 1932-present	163 ±1		i • <del> •</del>	4 - 1 -	
Skills	161 ±3		l essisse	· ·	
		N = 61	3.9.=174	A.P.=198	
HEALTH	176 ±2		***		
Safety	No report	Strand centains fewer than ten items.	-7-	•	
Nutrition	171 ±1		+		
Personal Health	No report	Strand centains fewer than ten items.	7	•	
Substance Abuse	186 ±2			ealer :	
Growth, Dev & Fam	166 ±1		44	T .	
Mental Heelth	He report	Strand contains fower than ten items.	+		
11011/42 11002/11		N = 61	5.6.=176	0.P.=198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any contant area.

† • the school score



#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761 School Name: LIN ELEM

School Code: 2564

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shad	ec area = State	Goal Dark sha	nded are	a = Quality Perfor	mance
Strand	3.E.	100	125	150	175	200	225
LANG ARTS: READING	201 ±4				_	*******	
Literal Comp	215 ±3					•	400
Infer & Crit Comp	201 ±6					******	•
Reference & Study	185 ±2					· • <del>•</del> ••	
		N = 62	_	\$.G.*	162	Q.F.=167	
MATHEMATICS	182 ±2				***	••	
Numbers & Num Rel	177 ±2				****		
Operations & Comp	173 ±2				**		
Geometry	172 ±1				÷		
Measurement	182 ±3				,	·	
Prob & Stat	201 ±2	İ			,	· · · · · · · · · · · · · · · · · · ·	
PROBLEM SOLVING	191 ±3					r <del>ersjaa</del> s	
<u> </u>		N = 62		S.G.=	167	Q.P.=192	
SCIENCE	169 ±2				+**		
Life Science	163 ±1			•†•	•		
Earth Science	165 ±1			•			
Physical Science	167 ±1			•	•		
Process Skills	178 ±2			•			
Env/Sci/Tech/Soc	151 ±1			+	•	1	
		N = 62		\$.G.=	168	0.P.×193	
SOCIAL STUDIES	162 ±2			**		<u> </u>	_
Geog Regions	168 ±2			•	<del> ••</del>		
Canada Hist/Geog	135 ±0		ŧ		•		
U.S. pre-1791	162 ±1		•	+			
U.S. 1791-1875	155 ±1			•••			
U.S. 1875-1932	162 ±1			, ++•			
U.S. 1932-present	164 ±1			·+•		** .	
Skills	169 ±3			•	••••	•	
		N = 61		_S,G,=	•	9.P.=195	
HEALTH	183 ±2				•		
Sfty/Prs/Mnt1 Hlth	186 ±2						
Nutrition	171 ±1				+	1+1, -	
Substance Abuse	187 ±1	İ			•	+	
Growth, Dev & Fam	169 ±1	1			+		
		N = 62		S.G.=	•	Q.P.=19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school scere

\*\*\* = the standard error (S.E.)

Note: Content Area scores are scaled separately and are not simple everages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested).

Reading

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 *[	72 74 61 53		66 48 52 50	40 60	56 52 58 73	69 57 59 60	60 54 54 51
Number Tested	1993	62	76	56	55	55	305	23,856
	Grade	01	02	03	04	05	School Total	Elem. 1-5 Schools

# Mathematics

	*Diff						ო	<del>က</del> ၊
/e NP=50)	1993	73	61		28	54	9	20
At/Abov al Norm(	1992	51	73	23	26	53	57	23
Percent At/Above National Norm(NP=50)	1991	62	18	61	57	48	63	09
	1990	67	84	55	58	53	64	67
Number Tested	1993	62	76	55	55	20	304	23,687
	Grade	01	02	03	•	05	School Total	Elem. 1-5 Schools

+ Difference  $\approx$  1993 - 1992



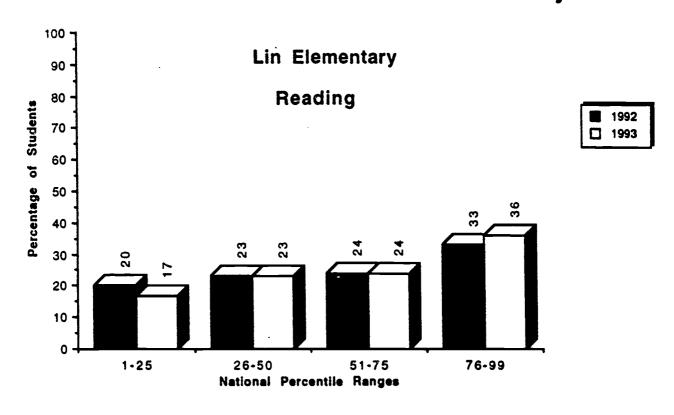


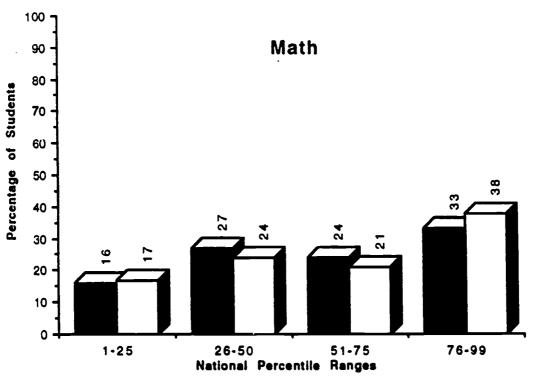
LIN ELEMENTARY SCHOOL 42518 SCHOOL:

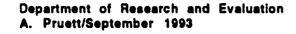
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		¥	MATHEMATICS	s S
GRADE	NUMBER	NUMBER AT/ABDVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	œ.	88	57	58	44	16
5	22	46	99	72	4	61
	- IC	27	, ro	25	28	54
8 6	5.0	E	28	25	31	09
05	52		73	52	28	54
SCHOOL TOTAL	287	174	61	286	175	61
ELEMENTARY K-5 SCHOOLS 21,280	JLS 21,280	11,200	53	21,123	12, 103	57

# Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skilis and/or Tests of Achievement and Proficiency









Schoo 1

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Mathematics	N 1992 1993 Gain		11 39 34 -5				Mathematics	1992 1993	476 39 46 7	36 47	39 38	34 35	35 37	35 38	747 34 39 5	858 34 42 8
	Gain	-	• •	ო	7	System		Galin	၉	•	-	വ	•	9	9	6
<u> </u>	1993	98	32 36	35	47		gu	1993	38	38	35	33 38	38	36 42	9	45
Reading	1992	35	35	31	9		Reading	1992	32	32	34	33	34	36	<b>8</b>	36
	z	=	. 7	16	5			z	589	574	783	791	738	827	764	889
	Grade	day con	O3 Non SWP	04 Non SWP	O5 Non SWP			Grade	02 Non SWP	O2 SWP	O3 Non SWP	O3 SWP	04 Non SWP	O4 SWP	OS Non SWP	OS SWP

Scores for students in the Program for Exceptional Children
are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NGN-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years+

School

	Gain	8	-1	4	<b>5</b> 1
hematics	1992 1993	<b>4</b> 3	36	47	32
Mathematics	1992	45	<b>4</b> 3	<b>4</b> 3	4
	<b>z</b>	თ	13	S	15
	Gain		8	7	•
<b>0</b>	1993	38	36	38	47
Reading	1992	38	34	66	43
	z	₽.	က	7	=
	Grade	05	03	9	90

		Gain	4	<u>ب</u>	8	9
	atics	1993	39 43	34	37	9
	Mathem	1992	39	37	32	34
		z	681	707	954	866
System						
		Gain		8	•	7
	gut	1993	36	32	33	42
	Reading	1992	36 36	33	32	35
		z	857	983	1062	1055
		Grade	03	03	9	90

1641

+ Scores for students in the Program for Exceptional Children are excluded



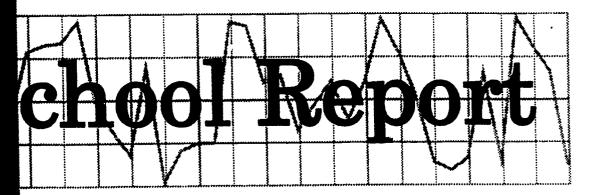
1992-93 Progression Status Report

Grades K - 5

		Pro	Promoted	Admin. Placed	BCed	8	Retained	Total
Grade	•	z	Percent	z	Percent	Z	Percent	z
¥	School	82	16			က	၉	88
	System	5, 184	95		3	294	တ	5,478
10	School	69	66	-	-			07
	System	4.879	68	202	4	408	7	5,489
02	School	76	66	-	-			1.1
	System	4.527	<b>.</b>	257	ß	185	4	4,969
03	Schoo 1	5.5	16	2	6			9
	System	4,598	92	260	S.	113	2	4,971
40	School	95	97	-	7	-	8	28
	System	4,608	94	227	S	82	2	4,917
90	Schoo 1	62	86	-	a			63
	System	4,588	96	191	4	50		4,799
-	Schoo 1	406	86	ø	-	4	-	416
	System 28,384	28,384	63	1, 137	4	1, 102	4	30,623



#### ATLANTA PUBLIC SCHOOLS



1992-93

### MCGILL ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### MCGILL ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
1. General Descriptive Characteristics What critical school factors may have influenced student performance?	<ul> <li>Active enrollment decreased by 15.9 percent over a three year period compared to a decrease of 5.3 for the system.</li> </ul>
	<ul> <li>Eighty-five percent of the pupils were on active roll for seven or more attendance periods compared to 87 percent for the system.</li> </ul>
	• The pupil mobility index was .43 compared to .38 for the system.
	<ul> <li>1992-93 was the first year for implementation of the Schoolwide Chapter I Project based on a plan submitted by the staff for serving the needs of the entire school population using Chapter I resources.</li> </ul>
	<ul> <li>Fifty percent of the kindergarten pupils had from 0 to 6 months of preschool experiences.</li> </ul>
	<ul> <li>There was an increase in the percentage of pupil attendance from FY '92 to FY '93, and it was the same as that for the system in FY '93.</li> </ul>
1445	• The percentages for certificated staff attendance from FY '91 to FY '93 have been higher than those for the system, and this positive fact was reported in last year's report for the previous three years.



Findings	• The GKAP capabilities and indicators showed percentages from 83 to 96 that received "yes" ratings. Within the Communicative Capability, attention may be needed in the area of Emergent Literacy. Within the Logical-Mathematical Capability, attention may be needed in areas of Sorting Sets of Objects and Extending Patterns.	<ul> <li>Approximately 68 percent of the kindergarten students at the school were in Stages 6 and 7 by the end of the year. Systemwide, the majority of the students were in these two stages. No students were in the higher two Stages 8 and 9.</li> </ul>	• For fiction matched scores, there were 54 percent fewer students in the Lower Adequate/Needs Improvement Categories and 48 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 6 percentage points.	• For nonfiction matched scores, there were 38 percent fewer students in the Lower Adequate/Needs Improvement categories and 27 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 12 percentage points.	ment	or exceeded the state goal in the areas of Language Arts/Reading and or exceeded the state goal in the area of Mathematics (1993).  Additionally, the scores met or exceeded the state goal on all Reading ettends on Mathematics ettends and the Citizenship and Skills strands	goal on the Literal Comprehension and Reference and Study in Reading, all of the Mathematics strands, the Life Science strand in Science, and the Citizenship strand in Social Studies. The scores did not indicate quality performance in any content area or strand for either 1992 or 1993.
Critical Questions	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) Capabilities or Key Indicators suggest a need for attention?	<ul><li>B. What was the ending performance of kindergarten students in writing?</li><li>C. What changes took place from the</li></ul>	pretest to the posttest on the whole language Periodic Reading Survey?		111. Georgia Curriculum Based Assessm Program (1992 and 1993 Data) Grades 3 and 5,	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	A. Grade 3

	Critical Questions	Findings
	Frogram (1992 and 1993 Data) Grades 3 and 5, (Continued) B. Grade 5	• Taking into account the standard error (S. E.), the fifth grade scores met or exceeded the state goal in the area of Language Arts/Reading (1992 and 1993) and in Health (1992). The scores met or exceeded the state goal on all three strands in Reading (1992), two of the three strands in Reading (1993); the same four of six Mathematics strands (1992 and 1993); the Substance Abuse strand in Health (1992 and 1993); and the Safety/Personal Health/Mental Health strand in 1993. The scores did not indicate quality performance in any content area for 1993; however, the scores indicated quality performance on the Literal Comprehension strand in Reading for both years and the Probability and Statistics strand in Mathematics for 1993.
-3-	. Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	• From FY '92 to FY '93 the school showed a decrease of 1 for reading and an increase of 1 for mathematics in the percentage of students at or above national norm. In comparison, the system showed a loss of 3 for both reading and mathematics in the percentage of students at or above national norm.
	B. Students who attended the school for seven or more attendance periods?	<ul> <li>In comparison to all students tested, those who were enrolled for seven or more attendance periods had two percent more students at or above national norm in reading and the same percent at or above national norm in mathematics.</li> </ul>
	<ul><li>C. The percentage of students scoring</li><li>v thin each quadrant?</li></ul>	• There was an increase from FY '92 to FY '93 in the percentage of students in the lowest and highest quadrants in reading; however, in mathematics there was a decrease in the percentage of students in the lowest quadrant and the percentage of students in the remained the same.
	849	027+

	Critical Questions	Findings
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?	
	A. Chapter I - Schoolwide Project	• The students in the Chapter I Schoolwide Project showed gains in NCE for grades three and four in reading and for grades two, four and five in mathematics.
	B. Remedial Education Program (REP)	<ul> <li>There were losses in NCE for the students for the Remedial Education Program (REP) in grades two and five in reading and in grades two, three, and four in mathematics.</li> </ul>
>	VI. Progression Status	
	How did the school's progression status compare to that of the system?	• Ninety-seven percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system, and 2 percent were retained compared to 4 percent for the system. It should be noted that 11 percent of the kindergarten students were retained which should be considered with the GKAP and Stages of Writing results.

R&E/PA:jep October 25, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



-5-

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 MCGILL ELEMENTARY SCHOOL

ERIC Prui teat Presided by ERIC GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5) PRE-K (APS PRE-SCHOOL) 3. ACTIVE ENROLLMENT (END OF YEAR)

į						OIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCI	SCHOOL ALL ELEMENTARY	34,420	33,791	31,480	-38 -2,311	. 4	-2,940	-15.9
ST	STAFF/SCHOOL FACTORS (END OF	F YEAR)			SCH	SCHOOL	ALL ELE	ALL ELEMENTARY
į	************				NUMBER	PERCENT	NUMBER	PERCENT
<b>÷</b>	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	DANCE PERIODS ENDANCE PERIOC	8		238	88 ± 5 ± 5 ± 5 ± 5 ± 5 ± 5 ± 5 ± 5 ± 5 ±	27498 3982	
ų	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEE TO	SCHOOL APS		27 24 84	26 55	9541 3873 .38	30
ю	PUPIL-TEACHER RATIO				18.7		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	SNO			•	•	111	0
ĸ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				281	<u>§</u>	15734	20
	CHAPTER I MATH				281	8	14903	47
	REP READING				\$	6	4384	7
	REP MATH				55	20	3768	12
	AFTER-SCHOOL PGM. F	FOR SCHOOL-AGE CHILOREN	CHILOREN		30	=	2028	9
	BILINGUAL				•	-	748	8



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08/06/93 MCGILL ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

ე.	STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL	100r	ALL ELI	ALL ELEMENTARY
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL	13	ဇ္ဇ	291	រហ
	K-GARTEN - HEAD START		8	389	7
	K-GARTEN - COMMUNITY PRF-SCHOOL	œ	8	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	50	2391	<b>4</b>
	FIRST GRADE - APS K-GARTEN	64	96	4862	8
	FIRST GRADE - NON-APS K-GARTEN	a	•	481	o
	FIRST GRADE - NO K-GARTEN	0	0	9	-
	6. PERCENT PUPIL ATTENDANCE:		60 G		4.40
	1991-92		94.2		94.2
	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.7 97.6 98.2		99.7.2 4.7.8 4.7.8

-8-

# Georgia Kindergarten Assessment Program

Percenta School S School S 83 83 89 87 87										
S C S		siving g	State	95	 6	3	96	85	93	95,915
S	ty.	ntage Rece Yes" Ratin	System	93	e e	3	97	94	94	5,325
Capabilities Capabilities Communicative Communicative Communicative Cogical Mathematical Corial Cocial Cocial	Capabilit	represervent Lin	School	91	88	3	96	68	87	46
-9-	Overall	Capabilities		1. Communicative		Ŀ	III. Physical		V. Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving 18
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	68	86	92
B. Processes Auditory Information	91	62	92
C. Communicates Orally	68	91	92
D. Demonstrates Emergent Literacy	87	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	28	06	16
B. Makes Comparisons	91	91	16
C. Knows Numbers 1 to 10	89	93	86
D. Extends Patterns	87	92	66

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities. Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - I discriminates similarities/differences in words4
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
  - relates experiences
  - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
  - - attends to print
      identifies the main idea of a picture
    - sequences pictures to tell a story
       makes predictions

    - distinguishes between letter\*, word\*, and sentence
    - dictates stories to be written by the teacher demonstrates understanding of the
    - relationship between spoken and written

    - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences.
    - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  Sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts
  - of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities

  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  makes independent choices during open
  - ended activities
- C. Acts Responsibly follows classroom rules
  - I treats others and their belongings with respect
- SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



A T L A N T A P U B L I C S C H O O L S
STAGE OF WRITING DEVELOPMENT\*
END OF KINDERGARIEN - 1993
MCGILL ELEMENTARY SCHOOL

42532

<u>•</u> 4.3 10.6 ₩.4 61.7 4.3 **9**. 8.5 PERCENT ď 29 က 47 ល ~ ~ NUMBER PHRASE/SENTENCE WRITER INVENTED WORD WRITER SIMPLE STORY WRITER STAGE 1: PICTOGRAPHIC WRITER NEW WORD WRITER TOTAL NUMBER SCRIBBLE WRITER COPIER STAGE 7: STAGE 2: STAGE 3: STAGE 6: STAGE 4: STAGE 5:

-11-

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

### Description of Writing Stages

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Stage 6 Phrase/Sentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107



WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

MCGILL ELEMENTARY SCHOOL SCHODL:

	TOTAL		36	36		56	<b>5</b> 6		38	38		51	5		151	151	
9	EMENT	×	53	9	-47	46	19	-27	42	ო	6E -	37	12	- 52	7	σ	-35
90	IMPROV	z	19	લ	17	12	ស	-7	9	-	- 15	19	9	-13	99	=	-52
		×	31			6	12	-1	59	<del>-</del>	- 16	37	9	-27	်မ္တ	=	- 19
	LOWER		=	₹		ស	ო	-5	=	ស	9'	19	ഹ	-14	46	17	-29
ATE	LE	×	Ξ	42	31	61	19	0	<del>.</del>	=	7	22	22	0	17	23	9
ADEQUATE	MIDDLE	z	4	15	Ξ	ល	ഹ	0	ស	₹	7	=	Ξ	0	25	32	9
		×	9	<b>78</b>	22	12	35	23	Ξ	32	21	4	33 3	32	7	34	27
1	UPPER	z	8	9	<b>∞</b>	ო	თ	9	4	12	<b>∞</b>	7	50	<del>8</del>	=	51	Ç
	ENT	><	0	<b>=</b>	7	4	15	=	2	42	37	0	<b>8</b>	82	8	23	5
	EXCELLENT	z	0	ß	ស	-	4	ო	7	16	<b>7</b>	0	o	σ	ო	34	3.
			8	~	8	ო	က	ო	4	4	4	മ	D.	ហ			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

-13-

1467

1466

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

# Periodic Reading Surveys

ERIC

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

K&E:ap 10/5/93



10/11/93
WHOLE LANGUAGE PERTODIC READING SURVEY RESULTS WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

MCGILL ELEMENTARY SCHOOL

	TOTAL	(	38	38		94	•	<b>4</b> 6		82	8	
ý	IMPROVEMENT	<b>3</b> 2 (	<b>78</b>	ო	-25	10	ò	7	-30	33	ល	-28
7	IMPROV	z	=	-	- 10		-	ო	4-	78	4	-24
		<b>3</b> 8 (	21	<del>1</del> 3	<b>&amp;</b>	uc	3	22	-13	28	<del>1</del> 8	-10
	LOWER	z'	<b>30</b>	ഗ	<b>ღ</b>	9.	2	9	9	24	<del>1</del>	6-
\TE		*	21	28	7	66	**	37	<u>১</u>	21	93	7
ADEQUATE	MIDDLE	z'	50	=	ო	9	2	17	7	<del>2</del>	78	ç
		<b>&gt;</b> e (	<b>5</b> 6	<b>5</b> 6	0	,	•	<b>58</b>	<b>54</b>	7	27	13
1 1 1	UPPER	z <sup>(</sup>	9	9	0	•	4	5	=	<del>-</del> 2	(A	=
	ENT	*	ស	31	<b>5</b> 6	•	•	7	ស	•	18	7
	EXCELLENT	z '	~	42	ō	•	-	က	ด	ო	t S	12
			4	*	4		B	ស	ស			
			LEVEL	LEVEL	LEVEL	107.0		LEVEL	LEVEL			
		1	PRETEST	POSTTEST	DIFFERENCE		PKCIESI	POSTTEST	DIFFERENCE			

-15-

1471

1470

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

SCHOOL:

### GEORGIA CURRICULUM BASED ASSESSMENT

### School Content Area Summary

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: MCGILL ELEM

School Code: 473

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ied area = S	tate Goal, dari	k shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	169 ±3			· <u> </u>	***		
Literal Comp	174 ±3				***f***		
Infer & Crit Comp	167 ±4				****		
Reference & Study	173 ±2				***		
		N = 45			G. #165 5	P.#156	
MATHEMATICS	175 ±3				***		
Numbers & Num Rel	175 ±3	[			***		
Operations & Comp	177 ±3				***		
Geometry	178 ±2						
Measurement	178 ±3	}			***		
Prob & Stat	187 ±2					<del></del>	
PROBLEM SOLVING	172 ±3	Ì			***		
		M = 45			C.=167	0.P.#132	_
SCIENCE	147 ±2		•	***		W. ***	•
Life Science	163 ±2				***		
Earth Science	153 ±2			**			
Physical Science	142 ±1	}		+			
Process Skills	156 ±1			+			
Env/Sci/Tech/Sec	144 ±4			****			
		N = 45			.0.=167	Q.P.#142	<del></del>
SOCIAL STUDIES	157 ±3			*******	•		
Communities	161 ±3			· · · · · · · · · · · · · · · · · · ·	•		
Citizenship	162 ±5			•••		•	
American Heritage	156 ±2			***			
Skills	167 ±3				***		
		M = 45		2	.0.=167	Q.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

<sup>+ =</sup> the school score

### GEÖRGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: MCGILL ELEM

School Code: 473

**GRADE 3** 

Date Printed: 18AUG43

Content Area/	Score/	Light shade	ed area = 5	tate Goal Dark	shaded are	a = Quality Perfor	nance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	156 ±4			****	_		
Literal Comp	169 ±4			•	****		
Infer & Crit Comp	155 ±4			••••	•		
Reference & Study	163 ±2			••	<del> </del>	· · .	
		N = 34			2.=165	0.P.=19#	
MATHEMATICS	169 ±2				***	Marking .	
Numbers & Num Rel	173 ±3				***		
Operations & Comp	176 ±3				***		
Geometry	170 ±2					A PORE	
Measurement	173 ±2	į			***		
Prob & Stat	189 ±1				•	<b>→</b> ************************************	
PROBLEM SOLVING	170 ±2						
		N = 34		<u>s.</u>	6.=167	9.P. *192	
SCIENCE *	145 ±2	1		••••			
Life Science	166 ±2				**		•
Earth Science	158 ±2			•••			
Physical Science	143 ±2	1		** **			
Process Skills	151 ±1			+			
Env/Sci/Tech/Soc	144 ±4			****			
	<b>↓</b>	N = 34		<u></u>	0.=167	0.P.#192	
SOCIAL STUDIES	154 ±3			***			
Communities	156 ±3			•••		WWY.	
Citizenship	166 ±4				****		
American Heritage	157 ±2			•••			
Skill <b>s</b>	161 ±3			•••			
		N = 33			<u>c.=167</u>	0.P.×192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

x--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Centent Area secres are scaled separately and are not slaple averages of strand secres.



<sup>+ -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

· Systam Code: 761

School Neme: MCGILL ELEM

School Code: 473

### GRADE 5

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = St	ate Goal, dark s	haded area	= Quality Perfor	mance
Strand	S.E.	100 125	150	175	200	225
LANG ARTS: READING	166 ±5		****	†*****		
Literal Comp	182 ±5				<b></b>	
Infer & Crit Comp	166 ±7		******	<del> </del>		
Reference & Study	174 ±2			enfen		
		M = 56	<u> </u>	#162 f	.F.#187	
MATHEMATICS	160 ±3		***			
Numbers & Num Rel	167 ±2		•	<del> </del>		
Operations & Comp	160 ±3	1	***			
Geometry	164 ±1	1	•			
Meesurement	165 ±3	1	***			
Prob & Stat	184 ±3				••• ·	
PROBLEM SOLVING	166 ±3	1	••	· <del> </del>	:	
	<del></del>	M = 58		#167 1	P.#152	
SCIENCE	149 ±2		** **		·	
Life Science	155 ±1	1	+			
Earth Science	156 ±1		+			
Physical Science	159 ±1	1	+			
Process Skills	157 ±3		•••			
Env/Sci/Tech/Soc	146 ±1		+		•	
		N + 58		*168	2.P. =193	-
SOCIAL STUDIES	147 ±1		+			
Geog Regions	150 ±2		***			
Canada Hist/Geog	No report	Strand centains fewer them te	n items.			
U.S. pre-1791	160 ±1		+		•	
U.S. 1791-1875	152 ±0		t			
U.S. 1875-1932	159 ±1		+			
U.S. 1932-present	158 ±1		+			
Skills	149 ±3		***			
		N + 58		. =1.76	<u> </u>	
HEALTH	168 ±2			**	• • •	
Sefety	No report	Strend contains fower than to	n iteme.			
Nutrition	167 ±1			+		
Parsonal Health	He report	Strand contains fower than to	n items.			
Substance Abuse	177 ±2					
Growth, Dev & Fam	163 ±1		4	•	•	
Mentel Heelth	No report	Strand centains fever than to	in items.			
	1	N = 58	3.6	.=176	4.P.=198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the ereas of Language Arts: Reading and Neelth.

However, your school's scores do not indicate quality performance in any content area.

<sup>† -</sup> the school score



### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: MCGILL ELEM

School Code: 473

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ed area = State G	oal Dark shac	led area = Quality Perfor	mance
Strand	S.E.	100	125	150	175 200	225
LANG ARTS:READING	165 ±4			****	. 14.11	•
Literal Comp	188 ±4			·	****	
Infer & Crit Comp	151 ±6	ļ	••	****		
Reference & Study	175 ±2	İ		•	<del>rejus</del>	
	_	N = 60		S.G.=10	2 9.7.*167	
MATHEMATICS	162 ±2			***		
Numbers & Num Rel	170 ±2			·	•	
Operations & Comp	161 ±2			***	1 (1994) 1 (1994)	
Geometry	165 ±1			` <b>+</b> +		
Measurement	167 ±3	1		***	5 1.48 20 20 1.	
Prob & Stat	189 ±3			•	***	
PROBLEM SOLVING	169 ±3			***		
		N = 60		S.C.=1	7 0.P. ×192	
SCIENCE	152 ±1			+		
Life Science	156 ±1			' <b>+</b> +		
Earth Science	157 ±1			, ++•		
Physical Science	165 ±1			' <b>+</b>		
Process Skills	158 ±2			•• ••		
Env/Sci/Tech/Soc	150 ±1	}		+ '		1
		N = 60		S.G.=1	68 0.P. ×1.98	
SOCIAL STUDIES	149 ±1			+		•
Geog Regions	159 ±1			· +		
Canada Hist/Geog	134 ±0	1	+	•		
U.S. pre-1791	162 ±1			+		
U.S. 1791-1875	151 ±1			+ '		
U.S. 1875-1932	157 ±1			•		
U.S. 1932-present	159 ±1			, ++		٠,
Skills	150 ±3			***		
		N = 59		\$.6.=1	70 Q.P. =1-95	
HEALTH	167 ±1					•
Sfty/Prs/Mnt1 Hlth	174 ±1			•	+	
Nutrition	166 ±1			+		
Substance Abusa	179 ±1			,	+	
Growth, Dev & Fem	166 ±1			+	· · · · · · · · · · · · · · · · · · ·	
3. 2	1	N = 60		<b>S.G.</b> =1	70 Q.P. ×198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school seers

<sup>\*\*\* &</sup>quot; the standard error (%.E.)

<sup>.</sup>sts: Content Area seeres are sealed separately and are not simple everages of strand seeres.

	Tested		Nat	National Norm(NP=50)	rm(NP ± 50	_
Grade	1993	1990	1991	1992	1993	*Diff
10	49	<b>8</b>	83	87	78	
02	47	35	45	:	19	
03	93	73	5	36	24	
40	4	62	38	37	52	
05	59	52	28	52	53	
School Total	232	61	54	48	47	7
Elem. 1-5 Schools	23,856	09	54	40	51	ဗု
	Number Tested		Parcer Watio	Parcent.At/Above National Norm(NP=50)	3V8 N(NP=50)	
Grade	1993	1950	165/	1992	1993	*D1ff
01	49	96	95	%	82	
03	47	67	58	34	62	
03	46	48	77	43	21	
<b>*</b> 0	4 4	70	84	45	36	
90	59	48	51	46	58 8	
School Total	233	72	65	53	46	-
	23 687	6.7	9	ď	A.	

\* Difference = 1993 - 1992



SCHOOL: 42532 MCGILL ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

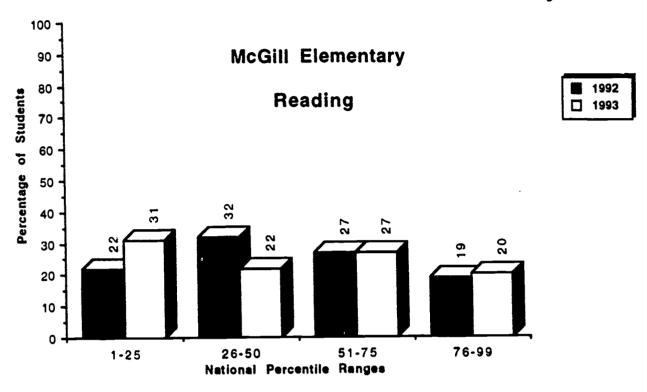
		READING		¥	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	<b>7</b> 3	34	79	<b>4</b> 3	36	84
	<b>9</b>	60	50	9	<b>54</b>	9
	96	y (c	23	27	ហ	<del>6</del>
88	2 9	23	80	9	<u>.</u>	38
00	200	7 7 8 7 8	523	53	90	22
SCHOOL TOTAL	202	66	64	203	110	5,4
ELEMENTARY K-5 SCHOO	SCHOOLS 21.280	11.200	53	21,123	12, 103	.57

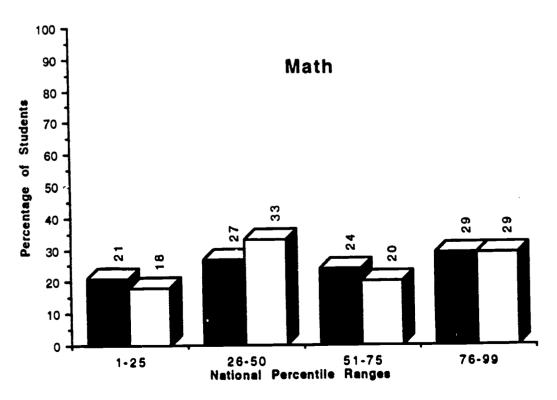
10/06/93

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\*Full Text Provided by ERIC

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Department of Research and Evaluation A. Pruett/September 1993

MCGILL ELEMENTARY SCHOOL

Chapter I Results

		Reading	Students 19	Students with ITBS Results for Two Vears*  School	O V & & & C & & & & & & & & & & & & & & &	Mathematics	#1C6	
Grade	z	1992		Gain	Z	1992	1993	
02 SWP	•	36	24	- 12	3	27	32	
O3 SWP	50	29	35	ဖ	18	36	33	
04 SWP	21	35	45	0,	19	38	42	
OS SWP	32	8	38	-	27	34	7	

Gain

ငှ

œ

	Mathematics	N 1992 1993	476 39 46			444 34 35				
System		Gain	3	•	-	ω.	•	9	9	6
	ğ	1992 1993	35 38	39	32	38	38	42	9	45
	Reading	1992	35	35	<b>9</b> 6	33	34	36	34	36
		z	589	574	783	191	738	827	764	883
		Grade	02 Non SWP	O2 SWP	O3 Non SWP	O3 SWP	04 Non SWP	O4 SWP	O5 Non SWP	OS SWP

Gain

7

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+ Scores for students in the Program for Exceptional Children are excluded Key: SWP = School Wide Project School(s) NonSWP = NON-School Wide Project School(s)

MCGILL ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	9-	ဗု	7	σ.				Gain	4	ဗု
atics	1993	<b>6</b> 4	31	37	38			atics	1993	39 43	34
Mathem	1992	49	34	38	90			Mathem	1992	39	37
		,							z	681	707
							System				
	Gain	80,	=	7	၉				Gain		61
<u> </u>								ant ant	1993	36 36	35
Read	1992	37 29	23	32	32			Read	1992	36	33
	z	-	13	15	15				z	857	983
	Grade	05	03	8	02				Grade	05	03

Scores for students in the Program for Exceptional Children are excluded



8/04/93 MCGILL ELEMENTARY SCHOOL

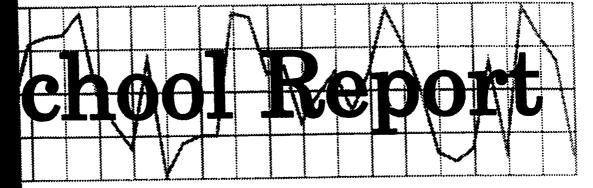
1992-93 Progression Status Report

Grades K - 5

Total	Z	47	5,478	84	5,489	49	4,969	34	4,971	43	4,917	09	4,799	281	30,623
Retained	Percent	=	2		7		*		2		<b>.</b>			8	4
Ret	z	ឆ	294		408		185		113		82		20	S.	1.102
p o	Percent			*	4	2	ហ		ស		ស		4	-	4
Admin. Placed	Z			8	202	-	257		260		227		191	m	1 137
Promoted	Percent	68	96	96	6	86	16	8	93	õ	<b>94</b>	501	96	97	co
Prom	z	42	5, 184	46	4.879	84	4,527	34	4,598	43	4,608	09	4,588	273	400
		School	System	School	System	School	System	School	System	School	System	School	System	School	4
	Grade	¥		01		03		03		90		90			



### ATLANTA PUBLIC SCHOOLS



1992-93

### MILES ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### ERÎC

### MILES ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>Miles completed its first year as a K - 5 school in 1993, after many years of providing instruction to K - 7 students. Sixth and seventh grade students were assigned to the new neighborhood middle school.</li> </ul>
	• The staff/school factors for this transition year showed the following:
	<ul> <li>Active roll of 90 percent stable students</li> <li>Active roll of 90 percent stable students</li> <li>Reduced number of student transfers (.25), compared to .38 systemwide</li> <li>No out-of-school suspensions reported to central office file</li> <li>Small proportion of the students in need of Chapter I (11 percent) and Remedial Education (7 percent)</li> <li>More than one-half of the kindergarten students (56 percent) attended formal preschool programs.</li> <li>All of the first grade students had kindergarten experience.</li> <li>Student attendance of 96 percent, compared to 94 percent systemwide</li> <li>Staff attendance of 97 percent at the same level as teachers systemwide</li> <li>Instructional support was provided by Chapter I, Remedial Education Program, Full Potential, after-school tutorial and enrichment, computer-assisted instruction, and other local projects and services.</li> </ul>
1438	1439

Findings	The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 47 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (91 percent), Logical/Mathematical (91 percent), Physical (96 percent), Personal (94 percent), and Social (94 percent). A range of 89 to 100 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 47 students showed the following number of students in each stage of writing development: Pictographic Writer (5), Scribble Writer (3), Invented Word Writer (5), Copier (4), New Word Writer (1), Phrase/Sentence Writer (18), Simple Story Writer (11), Intermediate Story Writer (0) and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Intermediate or Advanced Story Writers.	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.
Critical Questions	II. Performance-Based Assessment	<ul> <li>A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?</li> </ul>	B. What was the ending performance of kindergarten students in writing?	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

EKU Full Text Provided	EDI	
by ERIC	Critical Questions	Findings
	II. Performance-Based Assessment	
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey? (continued)	<ul> <li>The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third, fourth and fifth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent performance categories. At the end of the year, 36 percent more students performed in the Excellent and Upper Adequate categories.</li> </ul>
-3-		<ul> <li>The pretest and posttest results for the nonfiction reading selection showed improved performance for fourth and fifth graders, with a decrease in the number of students in the Needs Improvement category and an increase in the Excellent and Adequate categories. Six more students performed in the Excellent category and 18 more students ended the year in the Adequate cate- gory.</li> </ul>
	111. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5, and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of items.
	1492	• The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
		1493

ER Full Text Prov	Γρ	
vided by ERIC	Critical Questions	Findings
	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
	A. Grade 3	• For grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal in all four of the content areas; Language Arts/Reading, Mathematics, Science and Social Studies. In addition, the school's 1992 and 1993 scores indicated Quality Performance in three of the four content areas; Language Arts/Reading, Mathematics, and Social Studies.
-4-	B. Grade 5	• For grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal for three of the five content areas; Language Arts/Reading, Mathematics, and Health. One Language Arts/Reading strand (Literal Comprehension), and one Mathematics strand (Probability and Statistics) were at the Quality Performance criterion for both years. Additionally, Science Process Skills and the Social Studies strand for Geographical Regions were at the State Goal level in 1993.
	IV. Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	• Reading and mathematics achievement, as measured on the ITBS, was above the national norm from 1986 to 1992. The percentage of K - 7 students earning scores at or above the national norm in 1992 increased from 56 to 67 for read-
	1494	ing, and from 62 to 67 percent for mathematics. The 1992 achievement was above the system average of 47 percent for reading and 50 percent for mathematics.

Critical Questions	Findings
V. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students? (continued)	• Total school performance on the ITBS for 1993 increased from 67 to 78 percent for reading and 67 to 75 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following:
	Grade 1 - 85 percent for Reading; 73 percent for Mathematics Grade 2 - 79 percent for Reading; 94 percent for Mathematics Grade 3 - 91 percent for Reading; 81 percent for Mathematics Grade 4 - 67 percent for Reading; 74 percent for Mathematics Grade 5 - 73 percent for Reading; 57 percent for Mathematics
B. Students who attended the school for seven or more attendance periods?	<ul> <li>Ninety percent of the students at Miles remained stable at the school for seven or more of nine attendance periods (140 or more of 180 days). Students at each grade level and the total group of stable students had higher achievement scores, when compared with the total grade levels.</li> </ul>
C. The percentage of students scoring within each quadrant?	<ul> <li>The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading and mathematics achievement; as 16 percent more students earned ITBS scores in the 76 to 99 percentile range for reading and 13 percent for mathematics.</li> </ul>

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Critical Questions		Findings
V. Project Results		
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?		
A. Chapter 1 - Schoolwide Project	Miles i     NCE gr	Miles implemented the traditional Chapter I Program in which students made NCE gains of 13 to 34 points for reading and 23 to 32 points for mathematics.
(or)	decreased	The exception was for them grade maintinants in which the average INCE score decreased.
A. Chapter 1 - Traditional Program	System gains for one NC	Systemwide, students in traditional Chapter I programs averaged 1 to 6 NCE gains for reading and 2 to 7 NCE points for mathematics. The exception was a one NCE loss for third grade mathematics.
B. Remedial Education Program (REP)	REP st grades gains v	REP students in grades 3 and 4 showed achievement gains for reading, while grades 2 and 5 recorded a decrease in the mean NCE score. For mathematics, gains were made in grades 2, 3, and 4.
	REP st ics; wi the san	REP students systemwide earned 2 to 7 NCE gains for reading and mathematics; with the exceptions of second grade reading where the NCE score remained the same and third grade mathematics which showed a decrease.

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		Rindinae
Critical Questions		KIIIMIIKS
VI. Progression Status		
How did the school's progression status compare to that of the system?	<ul> <li>Kindergarten students wer Development, and other s Pupil Progression Policy.</li> </ul>	Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.
	<ul> <li>A range of 91 to 96 percent of the kind capability for the five developmental a promoted. Nine percent were retained.</li> </ul>	A range of 91 to 96 percent of the kindergarten students demonstrated overall capability for the five developmental areas on the GKAP, and 91 percent were promoted. Nine percent were retained.
	• The ProgressionState K - 5 students were percent were retained were promoted, 1 percetained.	The ProgressionStatus Report for 1992 - 93 showed that 97 percent of Miles' K - 5 students were promoted, two students were administratively placed, and 3 percent were retained. Last year in 1991 - 92, 97 percent of the K - 7 students were promoted, 1 percent were administratively placed and 1 percent were retained.
	Systemwide in 1993     administratively place	Systemwide in 1993, 93 percent of the students were promoted, 4 percent were administratively placed and 4 percent were retained.
•		

EIP:am - SR#51 Department of Research and Evaluation August 26, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



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## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

							ENCE	1
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH	SCHOOL	696	397	335		- 15.6	46-	-9.2
ALL	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6,8	-2,940	-5.3
STA	4	F YEAR)			-	SCHOOL	ALL ELE	ALL ELEMENTARY
•	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
-	PUPILS ON ACTIVE ROLL:				1 1 1 1 1 1 1		: : :	!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
•	SEVEN OR MORE ATTENDANCE PERIODS	DANCE PERIODS			301	06	27498	87
	LESS THAN SEVEN ATT	ENDANCE PERIOD	S		34	<b>5</b>	3982	13
ų	PUPI							
	NUMBER/PERCENT OF P.	2	SCHOOL		108	35	9541	ဓ
	NUMBER/PERCENT OF PUPILS NEW	2	APS		52	16	3873	12
	MOBILITY INDEX				. 25		<b>8</b> 6.	
ю.	PUPIL-TEACHER RATIO				22.3		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	SNS			0	0	Ξ	0
ů.	PUPILS IN PROJECTS:							
	CHAPTER I READING				36	Ξ	15734	20
	CHAPTER I MATH				37	=	14903	47
	REP READING				23	7	4384	=
	REP MATH				23	7	3768	12
	FULL POTENTIAL				335	<b>6</b>	3961	13
	AFTER-SCHOOL PGM. FOR	FOR SCHOOL - AGE CHILDREN	CHILDREN		84	7	2028	9



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08/06/93 MILES ELEMENTARY SCHOOL

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GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. SIAFF/SCHOOL FACIORS (END OF TEAR)	S	SCH001.	ALL EL	ALL ELEMENIARY
: : : : : : : : : : : : : : : : : : :	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	ស
K-GARTEN - HEAD START	-	81	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	26	5	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	*	2391	45
FIRST GRADE - APS K-GARTEN	28	46	4862	06
FIRST GRADE - NON-APS K-GARTEN	a	m	481	6
FIRST GRADE - NO K-GARTEN	•	•	09	-
PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		96.3 2.6.3		9 <b>9 9</b>
PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		96.2 96.5 97.3		97. 97.

# Georgia Kindergarten Assessment Program

Overal	Overall Capability	ty		S
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	Capa
•	School	System	State	fau
				1. Communi
1. Communicative	91	93	92	A. Process
	03	60	00	B. Process
II. Logical-Mathematical	16	20	SS	С. Соми
III. Physical	96	97	96	D. Demon Literac
IV Descend	8	76	66	II. Logical-M
	5	5		A. Sorts S
V. Social	94	94	93	B. Makes
				C. Knows
Total Number Reported	47	5,325	95,915	D. Extend

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
1. Communicative			
A. Processes Visual Information	86	86	76
B. Processes Auditory Information	100	85	76
C. Communicates Orally	94	91	62
D. Demonstrates Emergent Literacy	89	90	89
II. Logical-Mathematical	Apr		
A. Sorts Sets of Objects	86	06	91
B. Makes Comparisons	94	91	91
C. Knows Numbers 1 to 10	86	93	93
D. Extends Patterns	96	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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Department of Research and Evaluation #380.104
7/12/93
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#### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

#### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts

  - recognizes similarities/differences in colors. shapes, letters\*, and words
    interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words
  - follows one- and two-part oral directions
     repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
  - attends to print idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written
  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

#### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

#### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- **B. Understands Spatial Concepts** 
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

#### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - I treats others and their belongings with respect

#### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
- participates in cooperative activities
  B. Carries Out Assigned Tasks
- - carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.

**8** 

PUBLIC SCHOOLS			41539
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	STAGE OF WRITING DEVELOPMENT+	z	
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-			ES ELEMENTARY SCHOOL

SCHOOL
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			NUMBER	PERCENT	
STAGE 1:	<u>بر</u>	PICTOGRAPHIC WRITER	တ	10.6	
STAGE 2:	iE 2	SCRIBBLE WRITER	၉	<b>6</b> 4.	
STAG	STAGE 3:	INVENTED WORD WRITER	ß	10.6	
STAG	STAGE 4:	COPIER	•	<b>8</b> 9	
STAG	STAGE 5:	NEW WORD WRITER	-	2.1	
STAC	STAGE 6:	PHRASE/SENTENCE WRITER	8	38.3	
STAC	STAGE 7:	SIMPLE STORY WRITER	=	23.4	
		TOTAL NUMBER	47	6.66	

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 6 PhraselSentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

R&E:jep 8/16/93 #441-107

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION MILES ELEMENTARY SCHOOL

ERIC Pallad residual y III

SCHOOL:

	TOTAL		39	38		47	47		9	9		49	49		175	175	
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!	UPPER	z	თ	=	7	13	6	7	4	4	œ	<b>-</b>	20	GP.	37	52	15
	ENT	75	0	23	23	32	7.7	45	ო	₩	<del></del>	8	27	25	9	37	27
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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PRETEST			PRETEST		DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

-16-

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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R&E:ap 10/5/93

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ANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

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PAGE

MILES ELEMENTARY SCHOOL

SCHOOL:

	TOTAL	27	9 6		20	20		87	37	
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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

#### School Content Area Summary

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: MILES ELEM

School Code: 4564

Date Printed: 24NOV92

REVISED (Social Studias ONLY)

Content Area/	Score/	Light shad	ied area = S	tate Goal, dark	shaded area =	Quality Perfor	mance
Strand	S.E.	100	_125	150	175	200	225
LANG ARTS:READING	199 ±3					***	
Literal Comp	202 ±3					***	
Infer & Crit Comp	195 ±3		•				
Reference & Study	189 ±2				•	<del>- </del> -	
		H = 53			G.#168 G.	P.#156	
MATHEMATICS	195 ±3					earliste.	
Numbers & Num Rel	193 ±2					···	
Operations & Comp	188 ±2	1			••	<del> </del>	
Geometry	180 ±2				**	•	
Measurement	192 ±2				•	**	
Prob & Stat	193 ±1					•	
PROBLEM SOLVING	191 ±2	]					
<u> </u>		H = 53		s.	Q.=167 <u>Q</u> .	P.#192	
SCIENCE	182 ±3		-		***	23 miles	
Life Science	186 ±2						
Earth Science	176 ±2				**	and Artist Artist Artist Artist Artist Artist Artist Artist Artist Artist Artist Artist Artist Artist Artist A	
Physical Science	156 ±2			**		88.7	
Process Skills	166 ±1				+		
Env/Sci/Tech/Soc	167 ±2				***		
		H = 53			9.9167 8.	P.#152	
SOCIAL STUDIES	193 ±2	Į				<del>refer</del> ,	
Communities	184 ±2	1			•		
Citizenship	194 ±3				·		
American Heritage	173 ±1				+		
Skills	191 ±2				•	enfen.	
		N = 53			G.=167. Q.	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading, Mathematics, and Social Studies.

<sup>+ -</sup> the school score

<sup>\*\*\* \*</sup> the stendard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: MILES ELEM

School Code: 4564

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = Si	ate Goal Dari	k shaded area	= Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	199 ±3					***	
'Literal Comp	197 ±3		•			essives.	
Infer & Crit Comp	199 ±3	ł				· · · · · · · · · · · · · · · · · · ·	
Reference & Study	185 ±1				-4		
<u> </u>		N = 53		s.	G.=165	Q.P.=198	
MATHEMATICS	193 ±2					enjas:	
Numbers & Num Rel	189 ±2					***	•
Operations & Comp	190 ±2					enfant (1871)	
Geometry	183 ±1				4		
Measurement	186 ±1	ļ			,	<b>.</b>	
Prob & Stat	191 ±1					<b>+</b> (	
PROBLEM SOLVING	188 ±2	1				eefee	
		N = 53		<u>_s</u> .	G.=167	Q.P.=1.92	
SCIENCE *	173 ±2	İ			***	100 m 100 m	
Life Science	180 ±1	1			+		
Earth Science	170 ±2				***		
Physical Science	152 ±2			***	·		
Process Skills	164 ±1				+		
Env/Sci/Tech/Soc	167 ±2				**		
	<del> </del>	M = 53			S.=167	0.P.±192	
SOCIAL STUDIES	191 ±3	1				***	
Communities	182 ±2	1					
Citizenship	192 ±3				·	***	
American Heritage	172 ±1		•		+		
Skill <b>s</b>	184 ±2			•	••	•	
		N = 53		S	G.=167 G	.P.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading, Mathematics, and Social Studies.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area scores are scaled separately and are not simple averages of strand scores.



<sup>† =</sup> the school score

<sup>••• =</sup> the standard error (\$.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

. System Code: 761

School Name: MILES ELEM.

School Code: 4564

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
Strand		100 125 150 175 200 225
LANG ARTS: READING	182 ±4	****
Literal Comp	198 ±5	***************************************
Infer & Crit Comp	186 ±6	**************************************
Reference & Study	177 ±2	***************************************
	1	N = 42 S.R.=142 R.P.=187
MATHEMATICS	170 ±3	· · · · ·
Fumbers & Num Rel	171 ±3	
Operations & Comp	169 ±3	****
Geometry	168 ±2	***
Measurement	173 ±4	· · · · · · · · · · · · · · · · · · ·
Prob & Stat	193 ±3	
PROBLEM SOLVING	177 ±4	
		H = 42 S.G.=147 G.P.>192
SCIENCE	155 ±2	*****
Life Science	157 ±1	ata Caracteristics
Earth Science	160 ±2	T
Physical Science	160 ±1	•
Process Skills	161 ±3	
Env/Sci/Tech/Soc	147 ±1	+
		N = 62 S.S. 2168 S.P. 2193
SOCIAL STUDIES	152 ±2	***
Geog Regions	154 ±3	***************************************
Canada Hist/Geog	No report	Strand contains fower than ten items.
U.S. pre-1791	161 ±1	of an antique round that the terms.
U.S. 1791-1875	152 ±1	+
U.S. 1875-1932	159 ±1	· •••
U.S. 1932-present	163 ±1	1 440
Skills	159 ±4	T'
		N. 9. 42 S. 6. 9175 G. P. 9198
HEALTH	175 ±2	min min min min min min min min min min
Safety	Me report	Strand contains fower than ten items.
Nutrition	171 ±1	-de-
Personal Health	He report	Strand contains fower then ten items.
Substance Abuse	181 ±2	·
Growth, Dev & Fam	168 ±1	
Mental Health	No report	Strend centains fower then ten items.

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

+ - the school score



#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: MILES ELEM.

School Code: 4564

#### **GRADE 5**

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded are	pa = State Goal Dark shade	od area = Quality Perfo	rmance 225
LANG ARTS: READING	182 ±4			••••	
Literal Comp	199 ±4	Į		empleses	
Infer & Crit Comp	176 ±7		44000	molecomos	
Reference & Study	180 ±2			*******	
		N = 63		•	
MATHEMATICS	174 ±3			+	
Numbers & Num Rel	172 ±2		10-		
Operations & Comp	172 ±2		1 10 <del>1</del> 0		
Geometry	170 ±1		***		
Measurement	174 ±3		•		
Prob & Stat	196 ±2			i	
PROBLEM SOLVING	183 ±3			*****	
		N = 63	\$.G.*167	9.P.*152	
SCIENCE	160 ±2		***		
Life Science	162 ±1		· • <del>•</del> •		
Earth Science	156 ±1		•••		
Physical Science	166 ±0	1	•		
Process Skills	168 ±2		t ••••••		
Env/Sci/Tech/Soc	152 ±1	·	• <del>†•</del>		
· .		N = 63	S.G.=168	0.P. x145	
SOCIAL STUDIES	163 ±2		***		
Geog Regions	168 ±2		1 ************************************	#8.87%.	
Canada Hist/Geog	135 ±0		· ·		
U.S. pre-1791	165 ±1		' • <del> •</del>		·. ·
U.S. 1791-1875	156 ±1		• <del>•</del> •		
U.S. 1875-1932	163 ±1		· • <del>•</del> •		
U.S. 1932-present	164 ±1		, • <del> </del> •		· ·
Skills	157 ±3		***		
		N = 63	S.G.=176	0.2.*155	
HEALTH	178 ±2			min .	
Sfty/Prs/Mnt1 H1th	182 ±2			endos.	
Nutrition	170 ±1		+	The state of the s	
Substance Abuse	183 ±1		T	<b>+</b> ********	
Growth, Dev & Fam	169 ±1		+		
		N = 63	S.G.=176	Q.P. *19S	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

+ - the school scors

\*\*\* = the standard error (S.E.)

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into: Content Area course are scaled experetely and are not simple everages of strand scores.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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Tasted   T					•		
1993   1993   1994   1995   1995   1997   1998   1998   1998   1999		Number Tested		Perce	ant At/AB Ional Noi	00ve	
School Total 1 286	Grade	1993	1990	1991	1992	1993	*Diff
53   60   61   79   79     53   66   60   43   79   79     66   60   43   79   79     66   60   43   79   79     66   67   67   79   71     51   65   65   85   72     52   52   65   85   72     53   54   61   77     54   65   85   77   81     54   65   87   77   81     55   65   85   77   81     51   60   54   54   51     52   63   78   77     53   65   78   77     60   78   79   77     60   78   79   79     60   78   79   79     60   78   79   79     60   78   79   79     78   79   79     79   79   79     70   70   70     70   70   70     70   70							
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School Total 286  School Total 286  School Total 286  School Total 286  School Total 286  School Total 286  Mathematics  Number 1983  Mathematics 66  School Total 1992  1990	<b>7</b> 0	99	53	32	18	67	
School Total 286 67 78 11  Elem. 1-5 Schools 23.856  Mumber 15 Schools 23.856  Mumber 15 Schools 23.856  Mumber 158  Mumber 158  Mathematics	05	09	65	65	82	73	
School Total 286 57 78 11  Elem. 1-5 Schools 23.856 60 54 54 51 -3  Mathematics  Number 1932 1990 1991 1992 1993 4DIfference of the control o	90			49	61		
School Total       286       56       67       78       11         Flear 1-5 Schools       23,856       60       54       54       51       -5         Mathematics         Number Tested         Tested       National Norm(NP-50)         1993       1990       1991       401         60       83       83       58       94         47       83       83       58       94         47       59       78       56       81       74         60       56       45       56       63       74         50       56       63       76       81       74         50       56       63       76       81       74         50       56       63       76       78       76       78         50       69       70       76<	07		51	69	57		
Mathematics   1-5 Schools   23,856   60 54 54 51 51   51   52   52   53   54   54   54   54   54   54   54	School Total	286	28	26	67	78	=
Mathematics         Number Tested Test	Elem. 1-5 Schools	23,856	09	4	54	51	ဗ
Number         Tested         National Norm(NP=50)           60         1993         1992         1993         +Diff           60         47         63         50         81         73           53         66         45         59         78         75         81           60         60         45         53         74         81         82         57           60         60         45         53         74         81         82         74         81         82         74         82         83         74         83         84         84         84         84         84         87         84         84         87         84         86         87         84         86         87		Mathematics					
1993   1990   1991   1992   1993   *D1f     60		Number		Percen	it At/Abc	0V6 1 (NP = 50)	
60 63 50 81 73 47 83 83 58 94 53 66 45 53 74 60 60 60 57 78 56 63 55hool Total 286 64 62 67 75	Grade	1993	1990	1991	1992	1993	*Diff
47       83       84       58       94         53       78       75       81         66       45       75       81         60       59       54       80       57         78       56       63       57         53       78       56       63       70         54       60       70       75         55       64       62       67       75	10	9	63	20	18	73	
53 78 75 81 81 66 60 45 53 74 75 81 50 60 101 101a1 286 88 61 75 81 75 81 74 75 80 80 80 80 80 80 80 80 80 80 80 80 80	03	47	83	83	28	46	
66 45 53 74 60 59 54 80 57 78 56 63 70 School Total 286 64 62 67 75	03	ភភភ	29	78	75	8	
60 57 80 57 57 80 57 57 80 57 80 57 80 57 80 57 80 50 80 80 80 80 80 80 80 80 80 80 80 80 80	40	99	26	45	23	7.4	
78 56 63 52hool Total 286 64 62 67 75	05	09	29	54	80	57	
53 69 70 School Total 286 64 62 67 75	90		78	26	63		
286 64 62 67 75	00		53	69	02		
	School Total	286	49	62	67	75	∞

<del>د</del>

26

29

9

67

23,687

Elem. 1-5 Schools

1525

SCHOOL: 41539 MILES ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (OPLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DDES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

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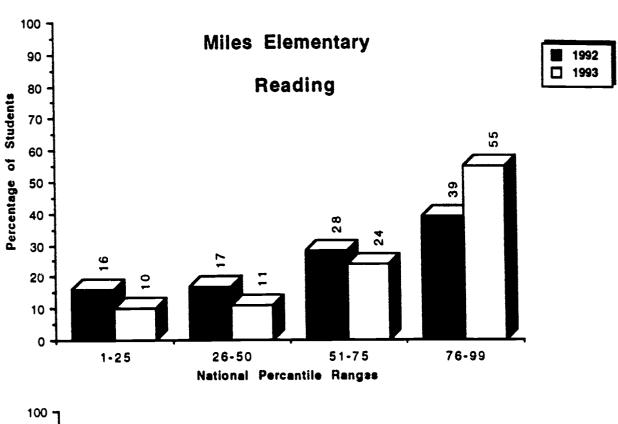
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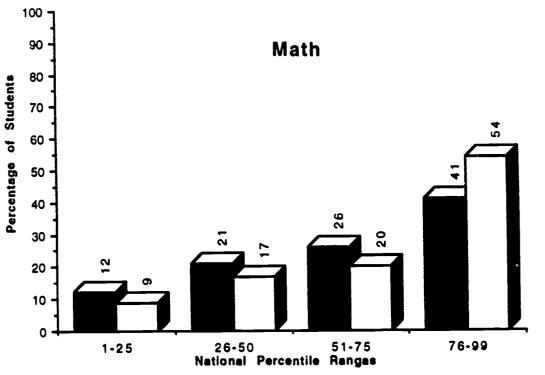
MATHEMATIC

1	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE	NUMBER	NUMBER AT/ABOVE	PERCENT AT/ABOVE NAT NODE
GRADE	TESTED	NATINGEN	NA L ACK	ESIED	NA I NOKE	AN AN
•	26	20	68	26	43	7.7
. 20	42	35	83	42	7	<b>8</b> 6
100	200	46	92	20	7	85
300	9	7	89	09	45	75
90	233	<b>Q</b>	75	53	31	28
SCHOOL TOTAL	261	212	<b>8</b>	261	201	7.7
ELEMENTARY K-5 SCHO	SCH00LS 21,280	11,200	53	21,123	12,103	57

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## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation A. Pruett/September 1993

School

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

		Reading	ם ס				Mathematics	tics	
Grade	z	1992	1993	Gain		z	1992	1993	Gain
O2 Non SWP	-	-	1 19	8 2		-	29	61	32
O3 Non SWP	Ξ	25	53	34		12	43	43 66	23
04 Non SWP	12	32	45	13		12	53	54	25
O5 Non SWP						12	‡	23	- 18
					System				
		Reading	g				Mathema	tics	
Grade	z	1992	1992 1993	Gain		z	1992	1993	Gain
02 Non SWP	589	35	35 38	ြု		476	39 46	46	7
O2 SWP	574	32	39	•		484	36	47	Ξ
O3 Non SWP	783	34	35	-		929	39	38	7

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)



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OS SWP

O5 Non SWP

O4 SWP

04 Non SWP

O3 SWP

Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years+

School

atics	1993	70	9	57	32	
Mathematics	1992 1993	46	36	28	48	
	z	ო	ო	ø	5	
	Gata	- 15	<b>4</b> 3	G	<b>%</b>	
8	1993	4	18	57	7	
Reading	1992	29	38	48	43	
	z	ო	5	8	7	

Grade

07 03 9 05

Gain

24 **5** 29 - 16

		Gain	4	-3	a	9
	atics	1993	<b>4</b> 3	34	37	<b>Q</b>
	Mathematics	1992	39 43	37	35	34
		z	681	707	954	866
System						
		Gain		a	•	7
	gu.	1993	36	35	33	42
	Reading	1992	36 36	33	32	32
		z	857	983	1062	1055
		Grade	03	03	9	05

Scores for students in the Program for Exceptional Children are excluded

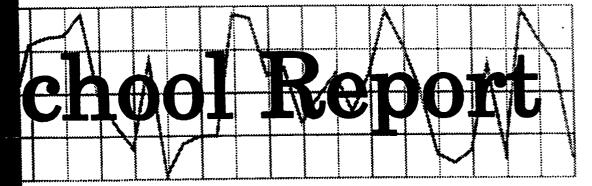
1992-93 Progression Status Report

Grades K - 5

		Pro	Promoted	Admin. Placed	poed	Ret	Retained	Total
Grade	•	z	Percent	2	Percent	z	Percent	z
¥	School	43	16			◀.	Ø	47
	System	5, 184	95			294	S	5,478
01	Schoo 1	57	95			С	S.	09
	System	4.879	68	202	4	408	7	5,489
00	School	46	86	-	2			47
	System	4.527	91	257	ம	185	4	4,969
60	School	52	86			-	8	53
	System	4.598	85	260	2	113	~	4,971
40	School	79	86			-	8	99
	System	4.608	<b>9</b> 6	227	ល	82	7	4,917
05	School	62	86	-	a			63
	System	4.588	96	191	4	50		4,799
	School	324	97	a	-	<b>G</b>	ဇာ	335
	System	System 28,384	83	1, 137	4	1, 102	4	30,623



#### ATLANTA PUBLIC SCHOOLS



1992-93

## MORNINGSIDE ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### ERIC Full fext Provided by ERIC

## MORNINGSIDE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

	Critical Questions	Findings
	. General Descriptive Characteristics	
	What critical school factors may have influenced student performance?	• Active enrollment increased by 8.3 percent over a 3-year period compared to a decrease of 5.3 percent for the system.
		• The pupil mobility index was .26 which was considerable lower than the system's index of .38.
		• Eighty-seven percent of the kindergarten students had pre-school experiences and all first grade students had attended kindergarten.
		• The percentages for pupil and certificated staff attendance have been higher than those for the system for the past three years, and the same positive fact was reported in last year's school report.
11.	Performance-Based Assessment	
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• All of the GKAP capabilities and indicators showed high percentages receiving "yes" ratings greater than those for the System and State which indicates that more than 90 percent of the students are prepared to enter a developmentally appropriate first grade.
	<ul><li>B. What was the ending performance of kindergarten students in writing?</li></ul>	• The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers by the end of the year (Stages 6 or 7). At the school, 66.9 percent of the students were in these stages, and 8.4 percent were in the higher Stages 8 and 9.
	C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 6 percent fewer students in the Lower Adequate/Needs Improvement Categories and 22 percent more students in the Excellent Category.
		• For nonfiction matched scores there were 10 percent fewer students in the Lower Adequate/Needs Improvement Categories and 10 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 1 percentage point.

Findings		• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal for 1992 and 1993 in the areas of Language Arts/Reading, Mathematics, Science, and Social Studies. The scores also met or exceeded the state goal on all strands for both years except the Physical Science and Process Skills strands in Science (1992) and the Physical Science strand in Science (1993. The scores indicated quality performance in the areas of Language Arts/Reading and Mathematics for 1992 and 1993. The school's scores also indicated quality performance on two of the three Reading strands (1992 and 1993); five of the Mathematics strands (1992); three of the Mathematics strands (1993); and the Citizenship strand in Science (1992 and 1993).	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics, Science, Social Studies, and Health for 1992 and 1993. The same was true for all strands in Reading; all strands in Mathematics; the Physical and Process Skills in Science; two of the strands in Social Studies; and the Nutrition and Substance Abuse in Health. Additionally, the scores met or exceeded the state goal on the Life Science and Earth Science strands in Science (1992); and the Health strands of Growth and Development/Family Living (1992) and Safety/Personal/Mental Health (1993). Only the scores for the content area of Language Arts/Reading indicated quality performances for 1992 and 1993 as well as all strands in Reading, and the Probability Statistics and Problem Solving strands in Mathematics. Additionally, the scores indicated quality performance in the Measurement strand in Mathematics (1993).
Critical Questions	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5 In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	A. Grade 3	B. Grade 5

-2-

	Critical Questions	Findings
IV.	lowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	From FY'92 to FY'93 the schools showed a decrease of 1 for reading and an increase of 3 for mathematics in the percentage of students at or above national norm. These percentages compared to a -3 in both subjects for the system.
	B. Students who attended the school for seven or more attendance periods?	• In comparison to all students tested, those who were enrolled for seven or more attendance periods had the same percent at or above national norm in reading and 1 percent more in mathematics.
	C. The percentage of students scoring within each quadrant?	• The percentages of students in the lowest and highest quadrants decreased from FY'92 to FY'93 in reading; however, the percentages decreased for the lowest quadrant and increased for the highest quadrant in mathematics.
>	Project Results  How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	Remedial Education Program (REP)	• The students in the REP reading made gains in NCE for all grades except grade four; however, there were NCE gains at all grade levels for mathematics.
VI.	Progression Status How did the school's progression status compare to that of the system?	<ul> <li>Ninety-eight percent of the students at the school were promoted compared to 93 percent for the system; 2 percent were administratively placed compared to 4 percent for the system and 1 percent was retained compared to 4 percent for the system.</li> </ul>



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

#### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

#### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

#### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

#### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



#### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

#### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

#### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 MORNINGSIDE ELEMENTARY SCHOOL

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GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR) **8** 

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						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
ć		000	069		<b>.</b>	6.7	52	8
Y C	SCHOOL All elementary	34.420	33,791	31,480	-2,311	-6.8	-2,940	-5.3
STA	STAFF/SCHOOL FACTORS (END OF	YEAR)			SC	SCHOOL	ALL ELE	ALL ELEMENTARY
i	***********				NUMBER	PERCENT	NUMBER	PERCENT
<del>-</del> :	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS	ANCE PERIODS			641	3	27498	87
	LESS THAN SEVEN ATTENDANCE PERIODS	NDANCE PERIOR	S		7	<b>o</b>	3982	13
6.	PUPI		9		4	č	0544	Ç
	NUMBER/PERCENT OF PUPILS NEW TO SCHOOL	IPILS NEW TO	SCHOOL		0 <del>-</del>	16	3873	5 5
	MOBILITY INDEX	FILS NEW 10 /	2		. 26	<b>!</b>	38	!
ю	PUPIL-TEACHER RATIO				22.7		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	ş			•	0	111	0
S.	PUPILS IN PROJECTS:							
	REP READING				55	<b>®</b>	4384	<b>=</b>
	REP MATH				39	ø	3768	12
	FOREIGN LANGUAGE IN ELEM. SCHOOLS	ELEM. SCHOOL	v		235	34	1539	w
	AFTER-SCHOOL PGM. FOR	DR SCHOOL-AGE CHILDREN	CHILDREN		č	8	2028	ø
	BILINGUAL				S		748	7





08/06/93 MDRNINGSIDE ELEMENTARY SCHOOL

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			;		
ပ	STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL	00L	ALL EL!	ALL ELEMENTARY
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL	0	0	291	ស
	K-GARTEN - HEAD START	0	0	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	110	87	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	16	13	2391	45
	FIRST GRADE - APS K-GARTEN	103	48	4862	06
	FIRST GRADE - NON-APS K-GARTEN	y	9	481	o
	FIRST GRADE - NO K-GARTEN	0	•	9	-
	& DEDCENT DIDTI ATTEMDANCE:				
	1990-91		95.5		94.4
	1991-92 1992-93		95.9 96.0		94.1
	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.8 98.1 97.6		97.2 97.4 97.4

-7-





# Georgia Kindergarten Assessment Program

Overall	Overall Capability	, ki		
Capabilities	Percer ",	Percentage Receiving "Yes" Rating	eiving g	
•	School	System	State	
				1. C
1. Communicative	98	93	92	¥
,	90	03	03	æi Bæi
ii. Logical-Mathematicat	96	S	Se	S
III. Physical	99	97	96	Q
IV Descone	95	76	65	11. 12
				V
V. Social	97	94	93	B
				)
Total Number Reported	131	5,325	95,915	Q

-8-

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
1. Communicative			
A. Processes Visual Information	26	86	76
B. Processes Auditory Information	94	<b>76</b>	76
C. Communicates Orally	66	91	85
D. Demonstrates Emergent Literacy	97	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	86	06	91
B. Makes Comparisons	96	16	91
(. Knows Numbers 1 to 10	96	83	93
D. Extends Patterns	86	92	93

<sup>\*</sup>Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383.104



#### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

#### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet
  - recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters, and words
- interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words'
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*

  - relates experiences
    uses descriptive language
    expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  identifies the main idea of a picture
  sequences pictures to tell a story
  makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
  - writing whole sentences\* demonstrates understanding of left-to-right
  - and top-to-bottom progression in reading and writing

#### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - B. Makes Comparisons
    - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
      demonstrates understanding of the concepts of
    - longer, longest, shorter, shortest, same length

    - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

#### III. PHYSICAL CAPABILI

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

#### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue
  - anxiety or fear
    plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly

  - follows classroom rules treats others and their belongings with respect

#### V. SOCIAL CAPABILITY

- A. Participation in Group Activities participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher



<sup>\*</sup>Skills Assessed with Structured Assessment Activities.

\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

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			NUMBER	PERCENT
STAGE 1	÷	PICTOGRAPHIC "WRITER	-	<b>&amp;</b>
STAGE 2:	••	SCRIBBLE WRITER	-	æ.
STAGE 3:	<u></u>	INVENTED WORD WRITER	ю	2.3
STAGE 4	<b>.</b>	COPIER	1.7	13.1
STAGE 5:	::	NEW WORD WRITER	0	7.7
STAGE 6:		PHRASE/SENTENCE WRITER	25	40.0
STAGE 7	7:	SIMPLE STORY WRITER	32	26.9
STAGE 8	 <b>co</b>	INTERMEDIATE STORY WRITER	on .	6.9
STAGE 9	 6	ADVANCED STORY WRITER	8	1.5
		TOTAL NUMBER	130	100.0

1552

7/21/93

# Stages of Writing Development

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to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

- Stage 1 Pictographic Writer Chide writing is drawing; does not use alphabet letters.
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message. Scribble Writer Stage 2
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters. Invented Word Writer Stage 3
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story. Stage 4
- Child uses consonar:s and some vowels to create new words, can read these words and verbally tell his story. **New Word Writer** Stage 5
- Child applies meaning to senterces and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc. Phrase/Sentence Writer Stage 6
- Stage 7 Simple Story Writer
  Child's story consists of short related sentences.
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation. Intermediate Story Writer Stage 8
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes. **Advanced Story Writer** Stage 9



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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

PAGE

MORNINGSIDE ELEMENTARY SCHOOL

SCHOOL:

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								ADEQUATE	ATE			1	ý	
				EXCELLENT	ENT	UPPER		MIDDLE	E	LOWER	· az	IMPROVEMENT	MENT	TOTAL
				z	*			z	×	z	×	z	×	
	PRETEST	LEVEL	8	9	2	43	4	30	31	თ	თ	9	9	<b>86</b>
	POSTTEST	LEVEL	, c	9	4	35	33	15	15	œ	œ	ო	ო	98
	DIFFERENCE	LEVEL	· ~	90	31	Ŧ	-11	- 15	- 16	7	<del>-</del>	<b>ب</b>	<b>6</b>	
	PRETEST	LEVEL	ო	22	21	<del>-</del>	9	23	22	12	12	ល	ល	103
	POSTTEST	LEVEL	ო	45	44	38	37	13	<del>1</del> 3	9	9	-	-	103
	DIFFERENCE	LEVEL	ო	23	23	ღ	e- -	- 10	6-	9	9	7	7	
	PRETEST	LEVEL	4	36	35	33	32	50	19	80	<b>60</b>	7	7	104
	POSTTEST	LEVEL	4	65	63	24	23	=	=	4	4	0	0	40
	DIFFERENCE	LEVEL	4	59	<b>38</b>	6-	6-	<b>თ</b>	<b>&amp;</b>	7	7	-1	-1	
-1	PRETEST	LEVEL	ıcı	19	22	29	33	19	22	12	7	თ	0	88
.2-	POSTTEST	LEVEL	ល	23	<b>5</b> 6	37	42	6	9	<b>∞</b>	o i	<del>-</del>	13	88
-	DIFFERENCE	LEVEL	ហ	4	4	œ	Ø	-10	-12	4-	r,	8	ო	

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146 131 -15

242

87 173 86

1557

+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

## ERIC " Full Tax Provided by ERIC

# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

-13-

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:ap 10/5/93

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

MORNINGSIDE ELEMENTARY SCHOOL

	TOTAL	90	3	888	194
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CH 170	IMPROVEMENT	z o s	<b>វ</b> ស្	5 0 5-	24 41 01
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1		z <sup>r ı</sup>	o 4	15 7 -8	22 12 10
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ADEQUATE	MIDDLE	<b>z</b> 0 !		201-	33 34
	!	ິດ × ເນ	<b>4</b> -	32.7	33 40
	UPPER	Z 22	4 2 2	27 28 24	64 77 13
	ENT	% <u>4</u>	33 8 -	11 26 15	27 30 3
	EXCELLENT	z 4 w	8	13 13 13	ນຂອ
		4	44	വവ	
		LEVEL	LEVEL	LEVEL	
			POSTTEST DIFFERENCE	PRETEST POSTTEST DIFFERENCE	

-14-

1580

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

#### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: MORNINGSIDE ELEM

School Code: 1664

Date Frinted: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = Si	tate Goal, dark	shaded area =	· Quality Perfor	mance
Strand	S.E.	100	125 _	150	175	200	225
LANG ARTS: READING	196 ±2					anjon.	
Literal Comp	201 ±2					***	
Infer & Crit Comp	196 ±2					***	
Reference & Study	183 ±1	1			+	•	
		H = 161			<u>0.3168                                    </u>	P.#146	
MATHEMATICS	196 ±2					anjen.	
Numbers & Num Rel	191 ±2					100	
Operations & Comp	191 ±1					4	
Geometry	183 ±1				+		
Measurement	191 ±1				•	ofe.	
Prob & Stat	193 ±1	1				a <b>j</b> a	
PROBLEM SOLVING	191 ±2					rojes.	
<del></del>		N = 101		<u>s</u> .	G.=167 Q.	P.#192	
SCIENCE	176 ±2		•		**		
Life Science	181 ±1				+		
Earth Science	175 ±1				+		
Physical Science	151 ±1	1		*†*		er egesépek er elő	
Process Skills	165 ±1			•	+		
Env/Sci/Tech/Soc	168 ±2				•••		
		H = 101			8. ±167	P.#152	
SOCIAL STUDIES	186 ±2				**}	•• · ·	
Communities	179 ±1				+		
Citizenship	190 ±2				•		
American Heritage	172 ±1				+	•	
Skills	187 ±1				•	<b>†</b>	•
<u></u>		M = 101			G.=167 G	P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading and Mathematics.

1562

+ - the school score

\*\*\* = the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: MORNINGSIDE ELEM

School Code: 1664

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shade	ed area = St	ite Goal Dari	k shaded area	= Quality Perfor	mance
Strand	\$.E.	100	125	150	175	200	225
LANG ARTS: READING	201 ±2				-	· · · · · · · · · · · · · · · · · · ·	
Literal Comp	200 ±2					vojes.	
Infer & Crit Comp	201 ±2					e a Las	
Reference & Study	186 ±1	İ			-4	•	
	<u> </u>	N = 106		s.	G.=165	1.F.×19#	
MATHEMATICS	195 ±2			-	<u> </u>	anist :	
Numbers & Num Rel	189 ±1					+	
Operations & Comp	193 ±1					ala :	
Geometry	182 ±1				+	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )	
Measurement	185 ±1				, •4•		
Prob & Stat	192 ±1				,	40.20	
PROBLEM SOLVING	191 ±1		•			oja.	
	<u> </u>	N = 106		s.	£.=167	0.P. x192	
SCIENCE *	177 ±2				**		
Life Science	178 ±1	ļ			4.		
Earth Science	173 ±1	1			+ '		
Physical Science	154 ±1			+	,		
Process Skills	166 ±1			•	+•		
Env/Sci/Tech/Soc	168 ±1		•		` <b>+</b> +		
		N = 106	_	S.	S.=167	Q.P.=192	
SOCIAL STUDIES	189 ±1					+ 🦠	
Communities	179 ±1				+		
Citizenship	192 ±2				•	•••	
American Heritage	172 ±1				+	A CONTRACTOR OF THE SECOND SEC	
Skill <b>s</b>	187 ±1	1			•	+	
		N = 105	_	s.	G.=167 0	P.=192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

In addition, your school's scores indicate quality performance in the areas of Language Arts: Reading and Mathematics.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secree are seeled separately and are not simple averages of expand, approx.



C

<sup>† -</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: MORNINGSIDE ELEM

School Code: 1664

GRADE 5

Data Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance	
		100 125 150 175 200 225	
LANG ARTS: READING	217 ±3	**************************************	
Literal Comp	225 ±3	The state of the s	
Infer & Crit Comp	225 ±4		
Reference & Study	193 ±2	*****	
		N = 83 S.S. #162 S.F. #187	
MATHEMATICS	183 ±2	***	
Numbers & Num Rel	180 ±2	1000	
Operations & Comp	175 ±2	magas 1	
Geometry	170 ±1	+	
Measurement	188 ±2	rates :	
Prob & Stat	203 ±2		
PROBLEM SOLVING	196 ±2		
		N = 86 S.G. =167 A.P. =192	
SCIENCE	176 ±2	···	
Lifa Sciance	168 ±1	+	
Earth Science	169 ±1	<b>+</b>	
Physical Science	167 ±1		
Process Skills	182 ±3	T	
Env/Sci/Tech/Soc	148 ±1		
		W = 86	
SOCIAL STUDIES	170 ±1	+	
Geog Regions	174 ±2	T also	
Canada Hist/Geog	No recert	Strend centains fewer then ten items.	
U.S. pre-1791	166 ±1		
U.S. 1791-1875	157 ±1	· · ·	
U.S. 1875-1932	166 ±1	+ +	
U.S. 1932-present	165 ±1	+	
Skills	175 ±3	T	
	1.73	N = 44 S.S.=176 G.P.=198	
HEALTH	189 ±1		
Safaty	No resert	Strand centains fever then ten items.	
Nutrition	174 ±1		
Parsonal Haalth	No resert	Strand centains fower then ten items.	
Substance Abuse	191 ±1		
	173 ±1	*	
Growth, Dev & Fam	Ho resert	Strand contains fewer than ten items.	
Mental Health			

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† = the school score



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: MORNINGSIDE ELEM

School Code: 1664

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/	Light shaded area = State Goal Dark shaded area = Qua	lity Performance
DUELIC	S.E.	440	200 225
LANG ARTS:READING	216 ±3		· worker
Literal Comp	220 ±2		***
Infer & Crit Comp	223 ±4		•••
Reference & Study	192 ±2	· ***	
		N = 81 S.G.=162 Q.F.±1	<b>5</b> 7
MATHEMATICS	187 ±2	440	
Numbers & Num Rel	179 ±1		
Operations & Comp	179 ±2	40 <del> 00</del>	
Geometry	172 ±1		
Measurement	190 ±2	T	
Prob & Stat	203 ±2	· · · · · · · · · · · · · · · · · · ·	anjere
PROBLEM SOLVING	198 ±2		Į fea
		N = 81 S.G.=167 Q.P.=1	92
SCIENCE	177 ±2	softee	
Life Science	165 ±1	**************************************	
Earth Science	166 ±1	+	
Physical Science	168 ±0	. T <sub>↓</sub>	:
Process Skills	186 ±2	i andrew .	
Env/Sci/Tech/Soc	155 ±1	+	: ·
		N = 81 S.G.=168 Q.P.=1	93
SOCIAL STUDIES	174 ±1	***	
Geog Regions	172 ±1	+'	
Canada Hist/Geog	136 ±0	<b>1</b>	
U.S. pre-1791	166 ±1	·	•
U.S. 1791-1875	163 ±1	•• · · · · · · · · · · · · · · · · · ·	
U.S. 1875-1932	168 ±1	+	
U.S. 1932-present	166 ±1	+	
Skills	179 ±2		
	<u></u>	N = 81 S.G.=170 Q.P.=1	<u>95</u>
HEALTH	186 ±1	+	
Sfty/Prs/Mntl Hlth	190 ±1	•	,
Nutrition	173 ±1	***	
Substance Abuse	188 ±1	T +	
Growth, Dev & Fam	169 ±0	T .	•
, <del></del>		N = 81 S.G.=170 Q.P.=1	42

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, Social Studies, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

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<sup>† =</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

Note: Content Area seems are seeled separately and are not simple averages of strand seems.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	Number Tested		Perce	Percent At/Above National Norm(NP=50)	ove m(NP=50)	
Grade	1993	1990	1991	1992	1993	*D1ff
01	108	74	75	67	69	
	105	88	88	87	82	
03	106	98	08	80	83	
90	103	7.7	82	86	83	
05	<b>60</b>	980	73	06	88	
School Total	503	8	80	83	18	7
Elem. 1-5 Schols	23,856	09	4	54	51	ကု
	Mathematics					
	Number Tested		Percen	Percent At/Above National Norm(NP=50)	I(NP=50)	
9000	1993	1990	1991	1992	1993	*Diff

Tested		Nat 101	National Norm(NP=50)	(05=4N)	- 1
1993	1990	1991	1990 1991 1992 1993	1993	•
108	88	88	73	88	
105	8.4	68	82	80	
103	95	78	8	78	
102	72	75	79	83	
79	78	65	75	78	
497	48	99	78	20	
23,687	67	9	23	26	

00

\* Difference \* 1993 - 1992

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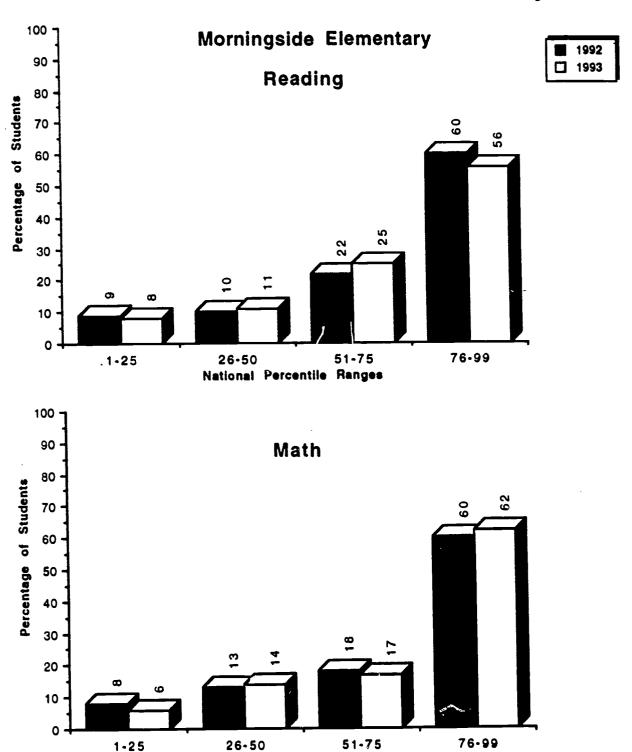
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MORNINGSIDE ELEMENTARY SCHOOL 43560 SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		X	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
ō	105	74	70	105	92	88
000	101	83	8	101	80	79
1 EC	5	83	82	86	9/	78
80	66	84	82	86	83	82
90	78	89	87	16	<b>9</b>	79
SCHOOL TOTAL	484	391	18	478	391	82
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





National Percantile Ranges



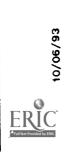
MORNINGSIDE ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain		15	o	•				Gain	-	ဇာ	а	g
tics								atics	1993	43	34	37	40
Матhеша	1992		38	24	38			Mathema	1992	39 43	37	32	34
	N 1992 1993		Ξ	4	9				z	681	707	954	866
							System						
	Gain	16		-	8				Gain		8	4	7
p.	1992 1993 Gain	<b>4</b>		35	54			Ď.					
Readir	1992	72		36	52			Read	1992	36 36	33	35	35
	z	72		7	12				z	857	983	1062	1055
	Grade	6	03	90	90				Grade	05	03	8	05

Scores for students in the Program for Exceptional Children are excluded



1992-93 Progression Status Report

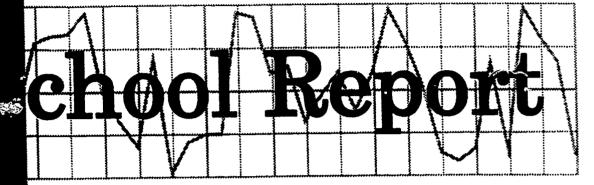
Grades K - 5

							i								
Total	z	132	5,478	411	5,489	111	4,969	112	4,971	117	4,917	96	4, 199	682	30,623
Retained	Percent	. 61	S.	-	7		◀		2		7	-		-	<b>▼</b> :
Ret	z	8	294	-	408		185		113		83	-	20	•	1, 102
peog	Percent				4	2	ĸ	8	ស	-	ភេ	7	*	8	•
Admin. Placed	z				202	7	257	2	260	-	227	7	191	12	1, 137
Promoted	Percent	86	u) 6	66	68	86	16	86	93	66	<b>46</b>	92	96	86	93
ď	z	130	5, 184	113	4.879	109	4,527	110	4,598	116	4,608	88	4,588	999	System 28,384
		School	System	School	System	School	System	Schoo1	System	School	System	School	System	Schoo 1	System
	Grade	×		010		05		03		\$0		05			





### ATLANTA PUBLIC SCHOOLS



1992-93

## PEYTON FOREST ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### ERIC Fruit Text Provided by ERIC

### PEYTON FOREST ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The school's 1992-93 enrollment of 478 shows a difference of two students below the 1991-92 enrollment of 480 students. The three year trend for the school shows a 1.9 percent increase compared to a decline of 5.3 systemwide.
	• Two hundred and sixteen (45 percent) students were new to the school in 1992-93. Transfers from other school districts (30 percent) were greater than from other APS schools (15 percent). The high mobility rate may account for the finding that only 88 percent of the school's pupils were on active role seven or more attendance periods. Pupils' 1992-93 attendance average continued to surpass systemwide pupils' average. The 95.9 percent of certified staff attendance represents a 1.6 percent decline over the previous year and now the school's certified staff's attendance trails below the system's average.
	• Kindergarten pupils, for the most part (65 percent), entered with more than 6 months prior preschool experience. The remaining 35 percent either entered with no preschool or six months preschool exposure. Ninety-nine percent of the first graders, however, entered Peyton Forest with kindergarten experience. The majority (78 percent) had attended an APS kindergarten program.
1576	1211

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	Critical Questions		Findings
<b>=</b>	General Descriptive Characteristics		
	What critical school factors may have influenced student performance? (continued)	•	Pupils participated in projects for instructional support, i.e., Chapter I reading and mathematics; Remedial Education Programs reading, mathematics and writing; foreign language in elementary schools; "Full Potential," and an after-school program.
ij	. Performance-Based Assessment		
	<ul> <li>A. Do any of the Georgia Kindergarten Assessment         Program (GKAP) capabilities or key indicators         suggest a need for attention?     </li> </ul>	•	Students' results on GKAP indicators requiring teachers' observations were mastered by 96 to 99 percent of the pupils. The structured assessment indicators, however, were not mastered by as many pupils. In the area of communicative indicators, only 86 percent mastered "communicates orally"; and in the area logical-mathematics only 86 percent mastered the "extended patterns" area. There findings suggest that students will need additional attention in the skills.
	B. What was the ending performance of kindergarten students in writing?	•	The ending writing stages appear to form a perfect normal curve, with small percentages reaching the lower and extreme upper stages. Roughly, two-thirds of the pupils' ending writing stages fall between Stage 4: "Copier" and Stage 6: "Phrase/Sentence Writer".
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	•	The matched pretest and posttest in whole language fiction selections for grades two and four show decreases in the "needs improvement" category and improvement in the "excellent" category. Opposite trends occurred for third and fifth graders.
		•	Nonfiction selections pretest and posttest were also administered to fourth and fifth graders. Fewer percentages of pupils attained "excellent" ratings on the posttest compared to pretest results.
	1578		1579

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ERU Full Text Provided		
C Dy ERIC	Critical Questions	Findings
II.	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
	A. Grade 3	<ul> <li>State goal was achieved in both 1992 and 1993 in the content areas and strands: Language Arts: Reading, Mathematics and Social Studies at the third grade level. There were, however, not indications of quality performance over the two consecutive years. Quality performance was reached in the content area of Language Arts: Reading in 1992.</li> </ul>
	B. Grade 5	<ul> <li>The school's fifth graders CBA's met or exceeded state goal in the content areas and strands: Language Arts: Reading, Mathematics, and Health for the two consecutive school years. Additionally, quality performance is indicated in the content area of Language Arts: Reading for the two school years 1991- 92 and 1992-93. Quality performance was indicated on the strands: Literal Comprehension, Inferential and Critical Comprehension, and Probability and Statistics.</li> </ul>
	IV. Jowa Tests of Basic Skills (ITBS)	
<u>-</u> _	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	<ul> <li>The percentage of regular program students' reaching national norm status on the ITBS scores at Peyton increased by two percent in '93 over '92. The third grade pupils' percentages declined by thirty-five percent in reading and 30 percent in mathematics.</li> </ul>
	1530	1531

Full Text Provided by E	ERIC		
ERIC	C	Critical Questions	Findings
	₹.	'. lowa Tests of Basic Skills (ITBS) (continued)	
		Were there changes in reading/mathematics achievement with respect to the following:	
		B. Students who attended the school for seven or more attendance periods?	Overall, pupils in attendance seven or more periods achieved higher N.P. status than "regular program students" in reading and mathematics. There are notable increased percentages of third graders attaining N.P. status in reading and in mathematics.
		C. The percentage of students scoring within each quadrant?	The graphics depicting the percentage of students scoring within each quadrant in reading indicate increased percentages in the lowest quadrant 1-25 and the highest quadrant 76-99. There is vertical stability at the 51-75 quadrant. Mathematics, on the other hand, shows more consistent negative movement; that is, declines from higher quadrants to lower ones. Nonetheless, the shifts represented less than ten percent of the students.
	>	V. Project Results	
		How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
		A. Chapter 1 - Traditional Program	The school's Chapter I reading NCE gains exceed system trends at the second grade by 7-15 NCE's in reading and mathematics. There were large declines in reading and mathematics. Systemwide Chapter I NCE results appeared to be less "changeable" and showed more expected gains.
		B. Remedial Education Program (REP)	• The school's REP participants' results show large declines and gains in reading and mathematics. The mathematics NCE changes were more in line with system gains than were the reading changes. The declines in reading score at the fourth grade of a minus six NCE's and the mathematics score of a minus ten NCE's are examples of the large shifts at the school level.
		1532	1583

Critical Questions Findings
<ul> <li>VI. Progression Status</li> <li>How did the school's progression status compare to that of the system?</li> <li>Although a larger percentage of the school's pupils were promoted than system of the system?</li> <li>Although a larger percentage of the school's pupils were promoted than system of the system?</li> <li>Although a larger percentage of the school's pupils were promoted than system of the school's students.</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school's pupils were promoted than system</li> <li>Although a larger percentage of the school of</li></ul>

.iGL:sm - SR#57 Department of Research and Evaluation October 26, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



ERIC Full Text Provided by ERIC

## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE EMROLLMENT (EMD OF YEAR)

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_		1890-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
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ST	STAFF/SCHOOL FACTORS (END OF	VEAR)			-	SCHOOL	ALL ELE	ALL ELEMENTARY
1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
<b>-</b> :	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS NDANCE PERIOD	Š		422	88	27498 3982	87
લં	PUPIL TRANSFERS: NUMBER/PERCENT OF PUP NUMBER/PERCENT OF PUP MOBILITY INDEX	ILS NEW TO	SCHOOL APS		142 74 30	30 15	9541 3873 . 38	12
ю	. PUPIL-TEACHER RATIO				22.8		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	<b>∑</b>			0	0	111	0
Š.	. PUPILS IN PROJECTS:							
	CHAPTER I READING				62	13	15734	20
	CHAPTER I MATH				28	5	14903	47
	REP READING				53	=	4384	=
	REP MATH				50	12	3768	12
	FOREIGN LANGUAGE IN	ELEM. SCHOOLS	S		<b>89</b>	<b>:</b>	1539	ιn
	FULL POTENTIAL				478	6	3961	13
	AFTER-SCHOOL PGM. FOR	OR SCHOOL-AGE CHILOREN	CHILOREN		<b>89</b>	81	2028	g

08/06/93 PEYTON FOREST ELEMENTARY

## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF	OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY
		NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	EN AND FIRST GRADE:	!	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	!
K-GARTEN - APS PRE-SCHOOL	RE-SCHOOL	m	•	291	ស
K-GARTEN - HEAD START	START	-	-	389	7
K-GARTEN - COMMUNITY	NITY PRE-SCHOOL	<b>67</b>	9	2257	45
K-GARTEN - NO PRE	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	28	32	2391	45
FIRST GRADE - APS K-GANTEN	S K-GASTEN	89	78	4862	06
FIRST GRADE - NON-APS	N-APS K-GARTEN	8	21	481	o
FIRST GRADE - NO K-GARTEN	K-GARTEN	-	-	09	-
6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93	ANCE ::		9 9 8 7 8 7 8	·	9 9 9 4 4 4 4 4 5
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93 /	AFF ATTENDANCE:		96.1 97.5 95.9		97.2 97.4 97.4



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# Georgia Kindergarten Assessment Program 1993

Overal	Overall Capability	ty		
Capabilities	Percei "	Percentage Receiving "Yes" Rating	eiving 8	0-
•	School	System	State	
				I. Com
I. Communicative	95	93	92	A. P
	7	60	80	В
II. Logicai-Mathematicai	9.1	06	8	Ċ
III. Physical	66	97	96	D. CI
	90	70	60	II. Logi
IV. Personal	96	*6	76	¥.
V. Social	86	94	93	B. 7
Total Number Reported	80	5,325	95,915	D. I

Structured Assessment Activities*	ent Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 1g
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	92	86	62
B. Processes Auditory Information	94	<b>76</b>	76
C. Communicates Orally	98	16	76
D. Demonstrates Emergent Literacy	93	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	06	06	16
B. Makes Comparisons	06	91	16
C. Knows Numbers 1 to 10	94	93	86
D. Extends Patterns	98	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383.104



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors,
  - shapes, letters\*, and words
    interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words'
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories

    - relates experiences uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy

- attends to print
  identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
  - writing whole sentences\* demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - B. Makes Comparisons
    - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
       demonstrates understanding of the concepts of
    - longer, longest, shorter, shortest, same length
    - I uses graphs to make comparisons
    - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue
  - anxiety or fear
    plays well with other children
- B. Initiates Independent Activities Chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during open-ended activities
- C. Acts Responsibly

  - follows classroom rules treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities

  - B. Carries Out Assigned Tasks

    carries out tasks to completion that are assigned by the teacher
- \*Skille Assessed with Structured Assessment Activities.

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PUBLIC	STAGE OF WRITING DEVELOP	END OF KINDERGARTEN	
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			NUMBER	PERCENT
STAGE 2:	ä	SCRIBBLE WRITER	•	6.₹
STAGE 3:	.: ::	INVENTED WORD WRITER	ro	6.1
STAGE 4:	<del></del>	COPIER	17	20.7
STAGE 5:	.: G	NEW WORD WRITER	o	11.0
STAGE 6:		PHRASE/SENTENCE WRITER	27	32.9
STAGE 7:	7:	SIMPLE STORY WRITER	16	19.5
STAGE 8:	 <b>œ</b>	INTERMEDIATE STORY WRITER	•	6. ₹
		TOTAL NUMBER	83	100.0

## Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

### Description of Writing Stages

- Stage 1 Pictographic Writer Child writing is does not use alphabet letters.
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message. Scribble Writer Stage 2
- Child begins to include familiar letters and numerals along with drawings, has made connection that written symbols convey thoughts. Child's name may be written among the letters. Invented Word Writer Stage 3
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story. Copier Stage 4
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story New Word Writer Stage 5
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc. PhraselSentence Writer Stage 6
- Stage 7 Simple Story Writer Child's story consists of short related sentences.
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation. Intermediate Story Writer Stage 8
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes. **Advanced Story Writer** Stage 9

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WHOLE LANGUAGE PERIODIC READING SURVEY RESU PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION	
	PEYTON FOREST ELEMENTARY
	FOREST
	PEYTON

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+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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## Periodic Reading Surveys

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**Periodic Reading Surveys** evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positiests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

1601



PAGE

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

PEYTON FOREST ELEMENTARY

SCHOOL:

	TOTAL	65	65		65	65		130	130	
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	EXCELLENT	Z 6	12	- 12	17	o	<b>&amp;</b>	-	21	-20
		4	4	4	ro.	ស	ស			
		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
		PRETEST			PRETEST	POSTIEST	DIFFERENCE			

1604

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### **chool Content Area Summary**

**GRADE 3** 

iystem Name: ATLANTA CITY

ystem Code: 761

chool Name: PEYTON FOREST ELEM

\_chool Code: 3065

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ied area = Si	ate Goal, dark	shaded area =	<ul> <li>Quality Perform</li> </ul>	mance
Strand	S.E.	100	125_	150	175	_200	225
LANG ARTS: READING	187 ±3		-			<del> </del>	
Literal Comp	189 ±3				•	oof one:	
Infer & Crit Comp	186 ±3				***	•••	
Reference & Study	182 ±2				<del></del>		
		M = 88		s.	0.=168 Q	P.#156	<del></del>
MATHEMATICS	184 ±2				***	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Numbers & Num Rel	183 ±2				** **	Maria de la compansión de la compansión de la compansión de la compansión de la compansión de la compansión de	
Operations & Comp	183 ±2				**		
Geometry	179 ±1				+		
Measurement	183 ±2	İ			**		
Prob & Stat	190 ±1					of and	
PROBLEM SOLVING	182 ±2	1			**	•	
		M = 80			g.=167 g	P.#192	
SCIENCE	161 ±2		•	••	<del> </del>		
Life Science	176 ±2				** **		
Earth Science	160 ±2	ĺ		•••	••		
Physical Science	146 ±1	Ì		+			
Process Skills	160 ±1	1		•	•	7	
Env/Sci/Tech/Soc	156 ±3			***			
		N = 80			.0.=167	P.#192	
SOCIAL STUDIES	177 ±2	1			***	\$\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
Communities	173 ±1				+		
Citizenship	185 ±3				•••	<b>  010</b>	
American Heritage	166 ±1				+		
Skills	183 ±2				**	•	
		N = 40		s	.6.=167 S	.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

1605

† - the school score

eee . the standard error (S.E.)



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PEYTON FOREST ELEM

School Code: 3065

**GRADE 3** 

Dete Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = St	ate Goal Dark	shaded area =	* Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	181 ±3				***		
Literal Comp	183 ±3	ŧ				7 yw	:
Infer & Crit Comp	181 ±3	ŧ			***		
Reference & Study	178 ±1	1			+	And the second s	•
		N = 73		S.G	.=16 <u>6</u> 0.	.P. ×2.55	
MATHEMATICS	182 ±2		<del></del>	_	refee		
Numbers & Num Rel	182 ±2	Į.					,
Operations & Comp	184 ±2				, 10 <del> </del> 10	i jaritisa ki	
Geometry	176 ±1	1			+ '		
Measurement	181 ±1	1			, +•	\$	
Prob & Stat	190 ±1	1			•	+	
PROBLEM SOLVING	183 ±2	1			<del>voļa</del> s		٠
	,	N = 72			6.=167 ° 0	P.=192	····
SCIENCE *	156 ±2			**	_	Table 1	
Life Science	171 ±1	{		•	+		; T
Earth Science	160 ±1	1		+-	•		
Physical Science	145 ±1	1		*			
Process Skills	158 ±1			, • <del> •</del>			* •
Env/Sci/Tech/Soc	156 ±2			***		医肾脏 为一位。	
		N = 72			G.=167 G	1.P. *192	
SOCIAL STUDIES	171 ±2				444		
Communities	169 ±2	1			nefer	79.1	4
Citizenship	179 ±3						
American Heritage	164 ±2			4	***		
Skills	172 ±2				• <del>• ••</del>		
~~~~~	}	N = 72			G.=167 Q.	P.*152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quelity performance in any content area.

X--The 1993 Science scaled score reflects an increesed weighting on Process Skills

Note: Content Area scores are scaled separately and are not simple averages of strand scores.



<sup>† -</sup> the school score

<sup>\*\*\* -</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PEYTON FOREST ELEM

School Code: 3065

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Gos		ee = Quality Performan	ICO
		100 125 15	0 175	200	225
LANG ARTS: READING	189 ±3			***	_
Literal Comp	203 ±4			****	
Infer & Crit Comp	182 ±5		***	nfonse.	
Reference & Study	183 ±2		•	<del></del>	
*************	1	H = 72	5.8.8162	g.F.#187	
MATHEMATICS	173 ±2				
Numbers & Num Rel	175 ±2		n <del>fu</del>		
Operations & Comp	171 ±2				
Geometry	167 ±1		+		
Measurement	176 ±3		***		
Prob & Stat	196 ±2			adja.	
PROBLEM SOLVING	184 ±3			melus :	
	+	M = 75	3.8.=167	A.P.#152	
SCIENCE	157 ±2	1	***		
Life Science	159 ±1		+		
Earth Science	157 ±1		+		
Physical Science	161 ±1	j	#		
Process Skills	167 ±3		• •	• ••	
Env/Sci/Tech/Soc	146 ±0	1			
		M = 75	3.8.=168	A.P. 9193	
SOCIAL STUDIES	155 ±2				
Geog Regions	159 ±2			,8+ ,111 + −1	
Canada Hist/Geog	No report	Strand contains fewer than ten items.			
U.S. pre-1791	162 ±1		<b>+</b>		
U.S. 1791-1875	152 ±0		†		
U.S. 1875-1932	160 ±1		+		
U.S. 1932-present	161 ±1		•		
Skill <b>s</b>	165 ±3		***	: * *	
	1	M = 75	3.6.=176	4.P.+15E	
HEALTH	176 ±2	1	**		
Safety	No report	Strend centains fewer than ten items.	•		
Nutrition	169 ±1		+		
Personal Health	No report	Strend contains fewer than ten items.	•	.5	
Substance Abuse	187 ±2	1		<del>ujo</del>	
Growth, Dev & Fam	167 ±1		+	•	
Mental Health	No report	Strand contains fover than ten items.	1		
	1	N = 75	3.6.=174	e.P.=198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

+ \* the school score

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PEYTON FOREST ELEM

School Code: 3065

**GRADE 5** 

Data Printed: 18AUG93

Content Area/	Score/	Light shade	d area = State Goal	Dark shaded are	a = Quality Perform	ance
Strand	S.E.	100	125 150	175	200	225
LANG ARTS: READING	184 ±4			-	2010000	•
Literal Comp	202 ±3				***	
Infer & Crit Comp	180 ±5			*****	1966	
Reference & Study	180 ±2			**	•	
		N = 77		5.8.=162	Q.F.×187	
MATHEMATICS	168 ±2			••	• .	
Numbers & Num Rel	173 ±1			+	•	
Operations & Comp	169 ±2			**	•	
Geometry	168 ±1			+		
Measurement	164 ±3	1		***	***	
Prob & Stat	193 ±2				***	
PROBLEM SOLVING	177 ±2				• *	
		N = 76		S.G.=167	9.P. ±1.92	
SCIENCE	157 ±2			**	, A	
Life Science	159 ±1			+		
Earth Science	158 ±1			+	97111W - 197	
Physical Science	165 ±0			†		
Process Skills	165 ±2			** **	27000 12 11 11 11 11 11 11 11 11 11 11 11 11	
Env/Sci/Tech/Soc	152 ±1	1	•	+	). 	
<u> </u>	<u> </u>	N = 77		3.8.=168	0.P. ±193	
SOCIAL STUDIES	158 ±1	1	•	┿		
Geog Regions	166 ±1			+		
Canada Hist/Geog	135 ±0	1	†			
U.S. pre-1791	164 ±1			•†•		
U.S. 1791-1875	153 ±1			+	90000000000000000000000000000000000000	
U.S. 1875-1932	160 ±1			•†•		
U.S. 1932-present	162 ±1			+		•
Skill <b>s</b>	161 ±3			***		•
		H = 77		<u> 5.6.=170</u>	0.P.×195	
HEALTH	175 ±1			+	e e e e e e e e e e e e e e e e e e e	
Sfty/Prs/Mnt1 H1th				į	+	
Nutrition	168 ±1	I		+		
Substance Abuse	183 ±1	1			· * * * * * * * * * * * * * * * * * * *	
Growth, Dev & Fam	167 ±1	İ		**		
		N = 75		5.6.=176	9.2.295	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's sceres indicate quality performance in the area of Language Arts: Reading.

<sup>+ -</sup> the school seere

<sup>\*\*\* \*</sup> the standard error (S.E.)

<sup>1608</sup> Note: Centent Area secres are seeled separately and are not simple aver-

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	Number Tested		Perce	nt At/Ak onal Nor	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
	***					
01	87	73	75	62	77	
05	7.1	87	86	72	78	
03	7.4	89	09	69	34	
5	75	‡	<b>4</b>	36	26	
95	7.1	61	<b>4</b> 3	8	45	
School Total	390	67	42	57	29	а
Elem. 1-5 Schools	23,856	09	54	54	51	ဇု
	Mathematics					
	Number Tested		Percen Natio	Percent At/Above National Norm(NP=50)	,ve 1(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
10	88	88	79	69	78	
03	7.1	87	96	83	82	
03	74	89	28	75	45	
8	76	<b>5</b>	57	43	52	
05	76	67	52	56	38	
School Total	391	73	69	49	8	7
Elem. 1-5 Schools	23,687	29	9	50	26	ဗု

\* Difference = 1993 - 1992





PEYTON FOREST ELEMENTARY 41623 SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN DR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

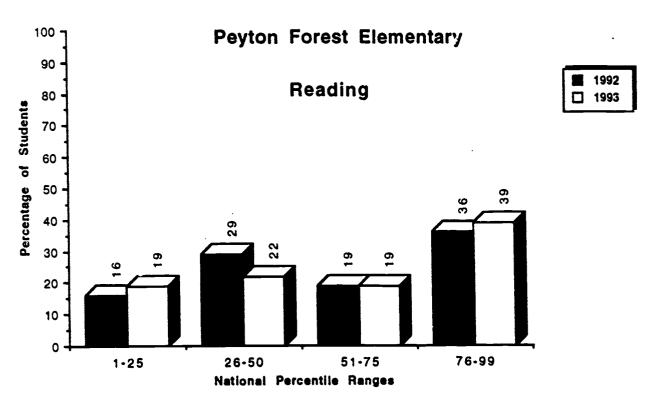
		READING		¥ I	MATHEMATICS	c s
GRADE	NUMBER TESTED	NUMBER AT/ABDVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABDVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	67	63	08	79	63	80
	67	22	48	99	57	98
. e	85	25	37	67	33	49
2	67	4	9	67	7	61
00	20	33	47	69	29	42
SCHOOL TOTAL	351	218	62	348	223	64
ELEMENTARY K-5 SCHO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

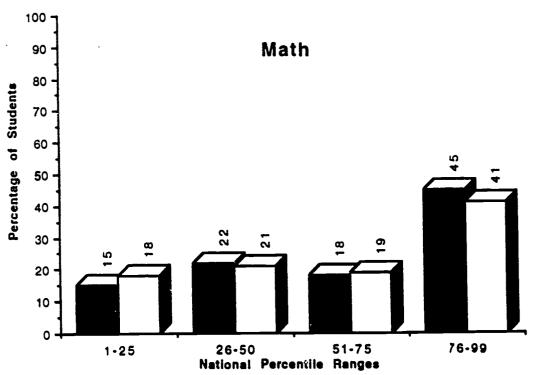
16:2

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ERIC

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







Department of Research and Evaluation A. Pruett/September 1993

		n ITBS Results for Two Years*
		i L
	ins	in fo
r I Res	Mean NCE Gains	Result
apte	Mean	ITBS
ວ		with
		Students with

School

		Gain		5		<b>co</b>	4			Gain	7	Ξ	7	-	a	ო	ഗ	∞
	tos	1993		<b>4</b>	‡	24	34		tics	1993	46	47	38	32	37	38	39	42
	Mathematics	N 1992 1993		30	‡	32	30		Mathematics	1992	39 46	36	39	34	32	35	34	34
		z	1	<b>Q</b>	=	7	22				476							
								=	1									
								System										
		Gatn		81	6	9	4			Gain	6	•	-	ហ	4	9	9	6
	a	1993		53	32	34	32		Ş	1993	38	39	35	38	38	42	9	45
	Reading	1992 1993		35	4	9	28		Reading	1992	35 38	35	34	33	34	36	34	36
		z		17	7	12	91			z	589	574	783	191	738	827	764	883
		Grade		02 Non SWP	O3 Non SWP	04 Non SWP	OS Non SWP			Grade	O2 Non SWP	O2 SWP	O3 Non SWP	O3 SWP	O4 Non SWP	OA SWP	O5 Non SWP	OS SWP

<sup>+</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	œ	ო	9-	9				Gain	4	en i	8	9
atics	1993	20	45	33	30			atics	1993	39 43	34	37	9
Mathem	1992 1993	42	42	33	24			Mathem	1992	39	37	32	34
	z	19	ō.	0	12				z	681	707	954	866
							System						
	Gain	<b>8</b>	-7	- 10	g				Gain		8	•	7
gu	1992 1993	25	32	29	30			ing		36 36			
<b>8⊕</b> 0	1992	34	39	<b>6</b> 6	24			Read	1992	36	33	35	32
	z	17	13	7	13				z	857	983	1062	1055
	Grade	05	03	8	02				Grade	05	03	8	90

+ Scores for students in the Program for Exceptional Children are excluded



8/04/93 PEVTON FOREST ELEMENTARY SCHOOL

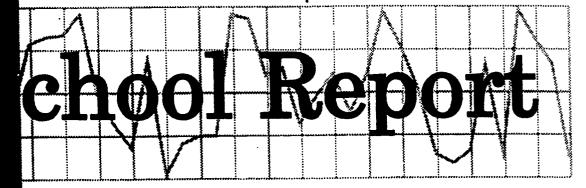
1992-93 Progression Status Report

Grades K - 5

		) L	Promoted			*		800
Grade		z	Percent	z	Percent	z	Percent	z
¥	School	<b></b>	66			-	-	. 83
	System	5,184	95			294	ເດ	5,478
10	01 School	84	16	9	7	8	8	92
,,	System	4.879	69 89	202	•	408	7	5,489
03	School	73	96	-	-	8	9	9/
	System	4,527	16	257	ស	185	•	4.969
03	School	72	66	-	-			73
	System	4,598	92	260	ស	113	R	4.971
<b>*</b> 0	School	7.8	100					78
	System	4.608	<b>96</b>	227	ຜ	83	8	4.917
90	School	7.7	100					11
	System	4,588	96	191	*	20		4,799
	School	465	16	89	8	S	1	478
	System	System 28,384	6	1,137	•	1, 102	•	30,623

6.33

### ATLANTA PUBLIC SCHOOLS



1992-93

### PETERSON ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### PETERSON ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

	Critical Questions	Findings
	I. General Descriptive Characteristics	
	What critical school factors may have influenced student performance?	<ul> <li>In contrast to the trend systemwide, student enrollment at Peterson continued to increase over a three-year period.</li> </ul>
		• The student mobility index (.31) was lower than that of the system (.38). Eighty-eight percent of the students were enrolled at Peterson at least seven attendance periods.
		<ul> <li>Almost one-half of the kindergarten students entered school with little or no preschool experience.</li> </ul>
		<ul> <li>All except one first grade student had previous kindergarten experience.</li> </ul>
		• Student attendance decreased slightly but remained above the system average.
		• Staffattendance increased slightly and was above the system average.
II	. Performance-Based Assessment	
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	<ul> <li>Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP.</li> </ul>
	B. What was the ending performance of kindergarten students in writing?	<ul> <li>One-third of the kindergarten students were Phrase/Sentence Writers (Stage 6) or above by the end of the school year. However, the remaining kindergarten students were still in Stages 2 through 5.</li> </ul>

1621

	Critical Questions	Findings
IV.	Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	• There was a noticeable decrease in the percentage of students scoring at or above the national norm in both reading and mathematics. At all grades except fifth grade in the area of mathematics, fewer than 50 percent of the students had scores at or above the national norm.
	B. Students who attended the school for seven or more attendance periods?	• Compared to the entire student body tested, students who attended Peterson at least seven attendance periods had slightly higher scores in reading.
	C. The percentage of students scoring within each quadrant?	• In both reading and mathematics, the greatest decrease was in the percentage of students with scores in the highest quadrant (76th-99th percentile range) and the greatest increase was in the lowest quadrant (1st-25th percentile range).
>_	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Traditional Program	NCE gains were made by Chapter I students in grade 5 in reading and in grades 3 and 5 in mathematics. At these grades only, the NCE gains were equal to or greater than those made by similar Chapter I students systemwide.
	B. Remedial Education Program (REP)	<ul> <li>REP students made NCE gains in reading at all grades except second. In mathematics, NCE gains were made in grades 3 and 5 only.</li> </ul>

-3-



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<b>Y-</b>	4

Critical Questions	Findings ·
VI. Progression Status	
How did the school's progression status compare to that of the system?	• Ninety-four percent of the students were promoted to the next grade at the end of the 1992-93 school year as compared to 93 percent of the students systemwide. The percentage of promoted students was lowest in grade 1.

R&E/CV:if November 3, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 PETERSON ELEMENTARY SCHOOL

### GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE EMPOLLMENT (END OF YEAR)

						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
			334	336	7	9.	26	. 8
	SCHOOL ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3
ď	STAFF/SCHOOL FACTORS (END OF	: YEAR)			SCH	SCHOOL	ALL ELI	ALL ELEMENTARY
•					NUMBER	PERCENT	NUMBER	PERCENT
	1. PUPILS ON ACTIVE ROLL:	AMCF PFRIORS			294	88	27498	87
	LESS THAN SEVEN ATTE	NDANCE PERTODS	SC		42	13	3982	£
	2. PUPIL TRANSFERS:	5	i CHOO		104	31	9541	30
	NUMBER/PERCENT OF PUPILS NEW MOBILITY INDEX	22	APS		36	=	3873 .38	2
	3. PUPIL-TEACHER RATIO				24.0		22.2	
	4. OUT-OF-SCHOOL SUSPENSIONS	SN			0	0	Ξ	0
	5. PUPILS IN PROJECTS:							
	CHAPTER I READING				43	13	15734	20
	CHAPTER I MATH				20	9	14903	47
	REP READING				8	16	4384	<u>-</u>
	REP MATH				46	7	3768	12
	AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	OR SCHOOL-AGE	CHILOREN		38	=	2028	9





## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

ပ	STAFF/SCHOOL F		SCHOOL	ALL EL	ALL ELEMENTARY
	: : : : : : : : : : : : : : : : : : :	NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:		1 1 1 1	! ! !	! !
	K-GARTEN - APS PRE-SCHOOL	0	0	291	ហ
	K-GARTEN - HEAD START	6	÷	389	
	K-GARTEN - COMMUNITY PRE-SCHOOL	22	84	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	22	84	2391	45
	FIRST GRADE - APS K-GARTEN	8	93	4862	06
	FIRST GRADE - NON-APS K-GARTEN	6	9	481	6
	FIRST GRADE - NO K-GARTEN	-	6	09	-
	6. PERCENT PUPIL ATTENDANCE:				
			92.6		94.4
	1991-92		95.0		94.1
	1992 - 93		9.4.6		94.2
	? PERCENT CERTIFIED STAFF ATTENDANCE				
	16 0661		95.2		97.2
			0 00 0 00		4.78
	~ · · · · · · · · · · · · · · · · · · ·		)	•	7.

# Georgia Kindergarten Assessment Program 1993

Overall	Overall Capability	<b>.</b>		
Capabilities	Percen	Percentage Receiving "Yes" Rating	iving g	
•	School	System	State	
				I. Co
1. Communicative	100	93	92	Ā
:	80	60	60	æi
II. Logical-Mathematical	96	30	30	ပ
III Physical	100	26	96	D.
1	100	70	60	11. Lo
I retaine	201	5	3	¥
V Social	100	94	93	<b>æ</b>
				C
Total Number Reported	47	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
Ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	86	83	76
B. Processes Auditory Information	100	92	36
C. Communicates Orally	100	91	85
D. Demonstrates Emergent Literacy	100	06	89
11. Logical-Mathematical			
A Sorts Sets of Objects	100	06	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	100	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

1636

Department of Research and Evaluation #383 104 7/12/93



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts

  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
- uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - # dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
  - writing whole sentences\*
    demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  8 sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - **B.** Makes Comparisons
    - demonstrates understanding of the concepts of same, fewer, less, more, most, and le st
    - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
    - uses graphs to make comparisons
    - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers
  - attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - I follows classroom rules
  - treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks
  carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



1639

PUBLIC SCHOOLS			42616
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S	OPME	- 1993	
ပ	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN	
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	35 U.	*	ETERSON ELEMENTARY SCHOOL
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	PETERSON	

PERCENT	4.3	8.5	38.3	17.0	21.3	8.5	2.1	100.0
NUMBER	8	4	18	æ	õ	•	-	47
	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	INTERMEDIATE STORY WRITER	TOTAL NUMBER
	.:		÷	بن 	 <b>9</b>	7:	 66	
	STAGE 2:	STAGE 3:	STAGE 4:	STAGE	STAGE 6:	STAGE 7:	STAGE	

+BASED ON FND OF YEAR SAMPLE FILTD IN STUDENLYS PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

### Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

### Description of Writing Stages

- Pictographic Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

*Copier* Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Advanced Story Writer Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107



WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

22

PAGE

PETERSON ELEMENTARY SCHOOL SCHOOL:

10/11/93

	TOTAL	!	43	4		20	20		İ	4	49		51	51		400	2 6	2
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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
						PRETEST	POSTTEST	DIFFERENCE		PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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### Periodic Reading Surveys

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measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

1645



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SCHOOL:

52

	TOTAL		49	4		1 6	3	20		66	66	
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1		*	4	<del>1</del> 8	•	,		9	7	#	17	Ū
	LOWER	z	7	o	64	ç	2 1	<b>∞</b>	7	17	17	0
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ADEQUATE	MIDDLE	z	œ	15	7	\$	d :	<del>1</del> 5	ო	50	30	9
	i	×	<del>.</del> 4	27	4-	•	•	22	8	22	24	8
	UPPER	z	50	13	-1	,	4	=	o.	22	24	8
	N	×	9	4	9		>	9	0	ស	7	8
	EXCELLENT	z	Ω.	a	<u>ღ</u>		>	ស	ស	ល	7	a
			4	4	<b>→</b>			ល	ស			
			LEVEL	LEVEL	LEVEL	1000	רניעני	LEVEL	l <sub>e</sub> vel			
			PRETEST	POSTTEST	DIFFERENCE	100	אבוב זי	POSTTEST	DIFFERENCE			

-15-

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSITEST IS FICTION.

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: PETERSON ELEM

School Code: 2565

Date Printed: 24NOV92

REVISED (Social Studies ON'Y)

Content Area/	Score/	Light shad	ied area = St	ate Goal, dark	shaded are	a = Quality Perfor	mance
Strand	. S.E.	100	125	150	175	200	225
LANG ARTS: READING	167 ±3			•	***		
Literal Comp	172 ±4				*		
Infer & Crit Comp	167 ±4				****		
Reference & Study	172 ±2				* **		
		M = 53		\$	9.+165	Q.P.#156	
MATHEMATICS	176 ±3	}			***		
Numbers & Num Rel	178 ±2						
Operations & Comp	176 ±2	1			***	• •	
Geometry	175 ±2				** **		
Measurement	179 ±2	-				•	
Prob & Stat	189 ±1				ſ	<b>+</b>	
PROBLEM SOLVING	174 ±3				***		
_ <del>`</del>		M = 53			8.=167	Q.P.#152	
SCIENCE	152 ±2		-	••j••			
Life Science	165 ±2			·	***		
Earth Science	155 ±2			•			
Physical Science	144 ±1			++			
Process Skills	157 ±1			+	•	WEST OF	
Env/Sci/Tech/Soc	153 ±3			***		* [1.4]	
		M = 53		<b>S.</b>	6.=167	Q.P.#192	
SOCIAL STUDIES	164 ±3			•			
Communities	164 ±2					•	
Citizenship	175 ±4				****		
American Heritage	161 ±2			••	••		
Skill <b>s</b>	170 ±3	1			***		
		N = 53		<u>s.</u>	6.=167	G.P.=152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

<sup>† -</sup> the school score

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PETERSON ELEM

School Code: 2565

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score!	Light shace	ied area = S	ate Goal Dari	k shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	168 ±3				****		
Literal Comp	177 ±3	1				*	
Infer & Crit Comp	164 ±3	İ		,	· <del>·········</del>		
Reference & Study	173 ±2				*		
		N = SA		s.	G. #165	0.F.=196	
MATHEMATICS	171 ±2	1			**		
Numbers & Num Rel	171 ±2				**		
Operations & Comp	178 ±2				,	4.	
Geometry	174 ±2						
Measurement	175 ±2				enjes		
Prob & Stat	187 ±1				1	40	
PROBLEM SOLVING	172 ±3				400 000		
		N = 57			8.=167	0.P. x192	
SCIENCE *	152 ±2			••••		5 to 1.	
Life Science	171 ±2			·		1 12 17 1	
Earth Science	161 ±2	1		••	ļ.,		
Physical Science	143 ±1			4*			
Process Skills	155 ±1			· +			
Env/Sci/Tech/Soc	146 ±3	]		***			
		N = 57			8.=167	Q.P. *192	
SOCIAL STUDIES	162 ±3			••	<del></del>		<del></del>
Communities	163 ±2	1			**	67 - 100 T	
Citizenship	171 ±3				-	41.Mar	
American Heritage	159 ±2			***	₹ ••		
Skills	167 ±3			ı	***		
	1	N. = 57		S	.G.=167	Q.P.=132	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science sceled score reflects an increased weighting on Process Skills

Note: Content Area secres are seeled separately and are not simple averages of strand secres.



<sup>+ -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

·System Code: 761

School Name: PETERSON ELEM

School Code: 2565

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Go	al, dark shaded ar	ea = Quality Performa	ince
Strand	S.E.	100 125	150 175	200	225
ANG ARTS: READING	169 ±5		*****	<del>-</del>	
Literal Comp	187 ±5			*******	
Infer & Crit Comp	164 ±6		**********		
Reference & Study	176 ±3		***		
		<u>N = 51</u>	S.B.=162	Q.P.#187	
MATHEMATICS	161 ±3		****		
Numbers & Num Rel	169 ±2		···		
Operations & Comp	159 ±3		***		
Geometry	163 ±2		***		
Measurement	163 ±3		***		
Prob & Stat	185 ±3		•	****	
PROBLEM SOLVING	165 ±3		***	•	
		N = 51	5.6. =167	Q.P.#152	
SCIENCE	154 ±2		***	18 L. W.	
Life Science	156 ±1		· <b>+•</b>		
Earth Science	159 ±2		·- <del>- </del>		
Physical Science	163 ±1		. ++		
Process Skills	159 ±2		•	V.	
Env/Sci/Tech/Sec	146 ±0	1	· ·		
		N = 52	3.6.2168	4.P.#153	
SOCIAL STUDIES	151 ±2		***		
Geog Regions	155 ±2		***		
Canada Hist/Geog	No resert	Strand centains fever then ten items.	•		
U.S. pre-1791	160 ±1		+		
U.S. 1791-1875	152 ±1		, • <del>•</del> •		
U.S. 1875-1932	159 ±1		· • <del>•</del> •		
U.S. 1932-present	160 ±1		<b>+</b>		
Skills	152 ±3		1 		
381110		N = 52	3.9.#176	6.P. ±15E:	
HEALTH	166 ±2		***		
Safety	He report	Strand contains fewer than ten items	•		
Nutrition	166 ±1		+		
Personal Health	He resert	Strand contains fewer then ten items	•		
Substance Abuse	177 ±2			•	
Growth, Dev & Fam	166 ±1		<b>+</b> •		
Mental Health	No resert	Strand centains fewer than ten items			
MENTAL NEBATO	1	1		•	

Taking into eccount the standard error (S.E.):

Your school's scores meet or exceed state goal in the eree of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

+ • the school score



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PETERSON ELEM

School Code: 2565

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ed area = State Goal Dari	k shaded are	a = Quality Perform	mance
Strand	S.E.	100	125 150	175	200	225
LANG ARTS:READING	177 ±4			****		
Literal Comp	194 ±4	Ì		•	*****	
Infer & Crit Comp	173 ±6			*****	•	
Reference & Study	179 ±2	•				
		N = 56	s.	6.=162	Q.F. =187	
MATHEMATICS	170 ±2					
Numbers & Num Rel	175 ±1		•	•		
Operations & Comp	168 ±2			***		
Geometry	167 ±1			+		
Measurement	172 ±3			****		
Prob & Stat	192 ±3			•	***	
PROBLEM SOLVING	180 ±3			***	•	
		N = 56		G.=167	9.P.×192	
SCIENCE	158 ±2	1	***			
Life Science	160 ±1		•		•	
Earth Science	159 ±1		• <del> </del> •			
Physical Science	164 ±1			+		
Process Skills	164 ±2			***		
Env/Sci/Tech/Soc	153 ±1	1	• <del>†•</del>			
		N = 56	<u></u>	.G.=168	Q.P.×193	•
SOCIAL STUDIES	155 ±2		•••		· ·	
Geog Regions	164 ±1			+	nden.	
Canada Hist/Geog	134 ±0		†			
U.S. pre-1791	163 ±1			+		
U.S. 1791-1 <b>8</b> 75	153 ±1		<b>+</b> •			
U.S. 1875-1932	159 ±1		•†	•		
U.S. 1932-present	159 ±1	1	•	•		
Skills	155 ±3		. ••••			
333333	<del> </del>	N = 56	\$	.G.=170	Q.P.=195	_
HEALTH.	172 ±2			•		
Sfty/Prs/Mnt1_H1th	180 ±2			••	•	
Nutrition	166 ±1	1		+		
Substance Abuse	183 ±1				+	
Growth, Dev & Fem	166 ±1			+	• •	
		N = 56		.6.=170	Q.P.×19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Lenguage Arts: Reading, Mathematics, end Health.

However, your school's scores do not indicate quality performance in any content area.

-19-

Note: Content Area seems are scaled separately and are not simple averages of strand seems.



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ccsc.

<sup>+ -</sup> the school score

<sup>\*\*\* -</sup> the standard error (S.E.)

rests of Basic Skills	rogram Students Tested)
IOWA T	(Regular P

Skills	ts Tested)	
Basic	tuder	ġ,
Iowa Tests Of Basic Skills	Regular Program Students Tested)	Reading
IOWA	(Regular	

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 *Dif	72 66 43 21	51 53 62 28	46	72 35 46 47		62 49 46 31 -15	60 54 54 51 -:
Number Tested	1993	52	50	59	58	56	275	23,856
	Grade	01	02	03	20	05	School Total	Elem. 1-5 Schools

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+
4

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 *Diff	64 56 49 25	70 34	56 55 56 17	70 41 48 34	73 60 32 50	67 56 44 31 -13	67 60 59 56 -3
Number Tested	1993	52	2 09	29	58	56	275	23,687
								<b>9</b>

\* Difference \* 1993 - 1992



PETERSON ELEMENTARY SCHOOL 42616 SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

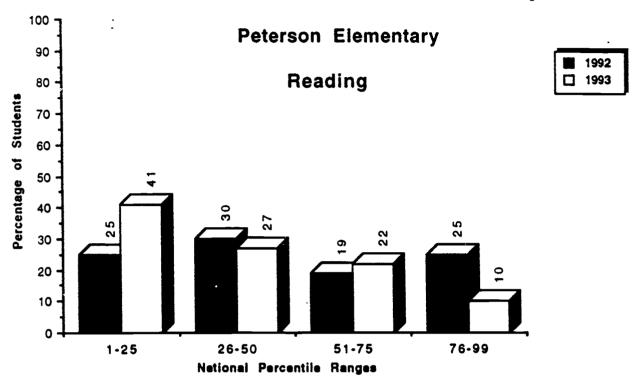
		READING		<b>X</b>	MATHEMATICS	s o
		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	aT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
01	43	10	23	₹3	12	28
0.5	45	<u>+</u>	31	45	13	29
E0	50	7	<b>-</b>	50	7	7
8	67	25	51	64	<del>2</del>	37
90	<b>4</b> 9	21	43	6₹	23	47
SCHOOL TOTAL	236	7.7	33	236	73	31
ELEMENTARY K-5 SCHOOLS 21,280	DLS 21,280	11,200	53	21,123	12,103	57

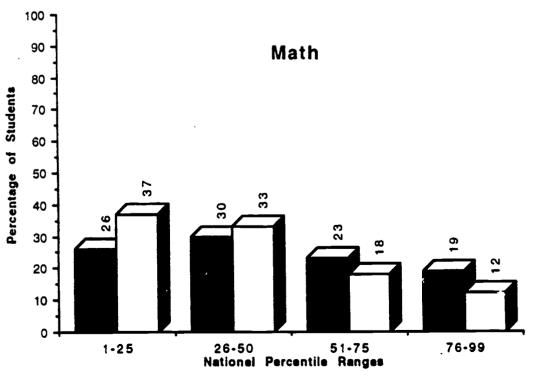
1655

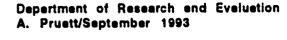
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### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency









10/06/93 PETERSON ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Iwo Years\*

School

Mathematics	N 1992 1993		10 29 31	5 26 24	4 31 36	System		476 39 46				
						(n	1					
						v		9				
11ng						S						
Reading		28 28				S		35 38 3				
Reading	1992 1993	28 28				S			34 35			

\* Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)

· Par

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years+

School

	Gain	-14	ស	e i	-		Gain		၉	а	9
ıtics	1993	23	37	25	33	atics	1993	43	34	37	04
Mathema	1992 1993	37	32	28	35	Mathema	1992	39 43	37	35	34
	z	7	a	0	4		z	681	707	954	866
						System					
	e u	7	ស	8	ო	<b>0</b> , 1	ain		81	•	7
							93 6		10	•	~
Reading	199	25	30	33	8	atng	196	36	ä	ě	4
Read	1992 1993	29	. 52	31	31	7. 6.	1992	36 36	33	32	32
	z	9	ເດ	12	15		z	857	983	1062	1055

Scores for students in the Program for Exceptional Children are excluded





8/04/93 PETERSON ELEMENTARY SCHOOL

1992-93 Progression Status Report

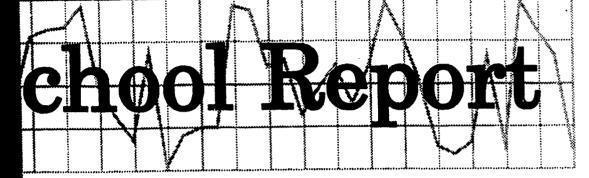
Grades K - 5

		Pro	Promoted	Admin. Placed	. peog	Ret	Retained	Total
Grade		z	Percent	Z	Percent	z	Percent	Z
¥	School	4.7	<b>6</b>					47
	System	5, 184	95			294	S	5,478
0	School	0+	80	ß	10	ស	0	
	System	4,879	68	202	4	408	7	5,489
05	School	48	92	-	2	9	9	52
	System	4,527	16	257	ഗ	185	<b>+</b>	4,969
03	School	59	46	•	2	С	ស	93
	System	4,598	92	260	S	113	2	4.971
**	School	62	96	2	0	-	8	99
	System	4,608	46	227	5	82	2	4,917
05	School	59	100					. 59
	System	4,588	96	191	4	20		4,799
	Schoo 3	315	94	6	C	12	4	336
	System	System 28,384	93	1, 137	•	1,102	•	30,623





### ATLANTA PUBLIC SCHOOLS



1992-93

### PITTS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### PITTS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

ERIC

A Tull hast Provided by ERIC

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions		Findings
I. General Descriptive Characteristics		
What critical school factors may have influenced student performance?	•	The school's 1992-93 enrollment of 473 represents a decline of 28.0 percent over its previous school year's enrollment. The decrease in enrollment exceeded APS elementary school's minus 6.8 percent by 21.2 percentage points.
	•	One hundred thirty-nine or 29 percent of the active enrollees transferred from districts outside Atlanta's system (25 percent) or from other APS schools (4 percent). Even though the mobility rate is relatively high, 408 students or 86 percent were on active roll seven or more attendance periods.
	•	The school's 90.4 attendance percentage for 1992-93 remained below the system percentage of 94.2 percent. The school's certified staff attendance of 95.7 also trailed system percentages of 97.4.
	•	There were no out-of-school suspensions. The school's pupil-teacher ratio was slightly smaller than the system's distributions.
1664	•	Only 41 percent of the students had been enrolled in preschool care longer than 6 months prior to entering kindergarten. The remaining 59 percent had acquired only 6 months or no preschool care. A majority of the first grade students (98 percent), on the other hand, entered APS with kindergarten experience.
	_	COOT

Findings	
Critical Questions	

### . General Descriptive Characteristics

What critical school factors may have influenced student performance? (continued)

### II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assesament Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?
- C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

- Remediation and instructional support projects were offered to the students.
   Some students enrolled in: Chapter I, Remedial Eduation Programs, and/or foreign language in elementary schools.
- Kindergarten pupils were assessed on five key indicators. Some tested capabilities were based upon teacher observations, while others were based upon structural assessments. The results of the two capabilities: communicative and logical-mathematics suggest that some students will require further developmental readiness before assuming first grade curriculum materials.
- End of kindergarten stage of writing development placed over 50 percent of the students at or above Stages Six and Seven. None of the school's students, however, reached Stage Eight.

  The posttest results for students in grades 2-4 on fiction selections of the whole language survey were higher than pretest results. Fifth grade students' results,

however, were different. Fewer percentages of students achieved scores in the higher categories -- "excellent" and "upper adequate" on the posttest compared

to the achievement categories of pretest scores.

In addition to taking whole language selections in fiction, fourth and fifth graders were tested on nonfiction items. The fourth graders' posttest results show increases at both ends of the "excellent" and "needs improvement" continuum. That is, some students' scores improved while other students' scores declined. Fifth grade students' results show trends of improved posttest scores over pretest results.



Critical Questions	Findings	
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5		
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?		v
A. Grade 3	<ul> <li>At the third grade level, the school's scores did not meet state goal in any content area two consecutive school years. Moreover, the scores do not indi- cate quality performance in any area for two years. (Note: Third grade scores met state goal in the content areas of Language Arts: Reading and Mathematics in 1992-93.)</li> </ul>	scores do not indi- Third grade scores
B. Grade 5	<ul> <li>At the fifth grade level, the school's scores met state goal in the content area of Language Arts: Reading during the 1991-92 and 1992-93 school years. The school's scores, however, did not indicate quality performance in any content area over the two year period.</li> </ul>	the content area of chool years. The nce in any content
IV. Jowa Tests of Basic Skills (ITBS)		
Were there changes in reading/mathematics achievement with respect to the following:		
A. Regular-program students?	<ul> <li>Regular program students' ITBS scores declined two times more than system scores in reading, but were comparable to system declines in mathematics. Changes in the performance of fourth graders in reading (a decline of 28 percent) was the largest decrease, while a decline of 20 percent occurred at the fifth grade level.</li> </ul>	more than system in mathematics. decline of 28 pertocurred at the
1608	In mathematics, there was a 26 percent decline at the second grade and a 21 percent decline at the fifth grade. (Note: The category regular students include students in attendance seven or more periods and those in attendance less than seven periods).	d grade and a 21 tlar students include ttendance less than 1669

The opposite should have occurred.  The mathematics quadrant trends show similar patterns in the reading distributions; 2 percentage point increase, however, is shown at the third quadrant.	<ul> <li>In reading, the percentage of students scoring within each quadrant increased for the most part, at the lower quadrants and decreased at the top two quadrants.</li> <li>The opposite should have occurred.</li> </ul>	• There was a one percent differential between the pupils' results on roll seven attendance periods and "regular students". The "regular students" achievement percentages were lower. The students' reading and mathematics percentages were within one percent in reading at the fourth grade, and in mathematics at the fifth grade levels. The long term enrolled second graders, however, outperformed the N.P. achievement level of "regular students".		Were there changes in reading/mathematics achievement with respect to the following:		Findings
ar patterns in the reading distributes shown at the third quadrant.	g within each quadrant increased decreased at the top two quadran	the pupils' results on roll seven a "regular students" achievement ag and mathematics percentages rth grade, and in mathematics at I second graders, however, outgular students".	the minister secults on toll sectors			

Critical Questions	Findings
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	of for students
A. Chapter 1 - Traditional Program	<ul> <li>The school's Chapter I reading NCE gains were less than systemwide trends.</li> <li>The largest difference was registered at the fifth grade level where a decline of four percent occurred.</li> </ul>
	The mathematics NCE gains for Pitts' Chapter I participants show greater negative flux than its reading results. Specifically, a minus 5 percent decline at the second grade and a minus 8 percent at the fifth grade level.
B. Remedial Education Program (REP)	<ul> <li>The REP participants' NCE achievement gains were, for the most part, comparable to systemwide gains. At the second grade level, the school's NCE gains exceeded systemwide results by a plus eight percent.</li> </ul>
VI. Progression Status	
How did the school's progression status compare to that of the system?	<ul> <li>The school's promotional data was less than system's, however, the differences in test result and other measures of achievement suggest that the school's data reflect realistic retention trends.</li> </ul>

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

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08/06/93 PITTS ELEMENTARY SCHOOL

ERIC Full Text Provided by ERIC

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

† 			•			OIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
2	i con o	705	657	473	- 184	-28.0	-232	-32.9
ALL	SCHOOL ALL ELEMENTARY	34,420	33,791	31,480	-2,311	8.9-	-2,940	-5.3
STA	STAFF/SCHOOL FACTORS (END OF	F YEAR)			SC	SCHOOL	ALL ELE	ALL ELEMENTARY
:	1 1 1 1 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL:	3001030 30440				98	27498	87
	SEVEN OR BURE ATTENDANCE PERIODS	TENDANCE PERIOR	SC		92	=	3982	<b>13</b>
6.	2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW TO SCHOOL NUMBER/PERCENT OF PUPILS NEW TO APS MOBILITY INDEX	UPILS NEW TO	SCHOOL		119 20 38	25	9541 3873 38	30
ю	PUPIL-TEACHER RATIO				21.5		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	SMS			0	0		0
æ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				473	100	15734	20
	CHAPTER I MATH				473	6	14903	47
	REP READING			•	119	35	4384	7
	REP MATH				69	51	3768	12
	FOREIGN LANGUAGE IN	N ELEM. SCHOOLS	s		20	2	1539	ស

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## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

c. S	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY
1	: : : : : : : : : : : : : : : : : : :	NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1	; ; ; ; ;	1 1 4 1 1	; 8 8 8 8 8
	K-GARTEN - APS PRE-SCHOOL	ო	•	291	ស
	K-GARTEN - HEAD START	ო	•	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	<b>36</b>	33	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	47	29	2391	45
	FIRST GRADE - APS K-GARTEN	78	<b>%</b>	4862	06
	FIRST GRADE - NON-APS K-GARTEN	7	Ø	481	o
	FIRST GRADE - NO K-GARTEN	8	а	9	<b>~</b>
<b>U</b>	6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		0.00 4.00 4.00		9 9 9 4 4 4 4 ± 6
-	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93	·	97.0 97.6 95.7		97.2 97.4 97.4

-9-





# Georgia Kindergarten Assessment Program

			1. C	¥	8	Ö	Q	1.1	¥	В	၁	Ω
	iving g	State		92	03	200	96	86		93		95,915
<b>(y</b>	Percentage Receiving "Yes" Rating	System		93	60	8	97	76		94		5,325
Overall Capability	Percer	School		89	98	00	90	06		91		80
Overall	Capabilities			1. Communicative		1. Logical-Mathematical	iil. Physical	IV Personal		V. Social		Total Number Reported

Structured Assessment Activities*	ent Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
1. Communicative			
A. Processes Visual Information	68	86	36
B. Processes Auditory Information	85	85	82
C. Communicates Orally	91	91	85
D. Demonstrates Emergent Literacy	90	90	88
II. Logical-Mathematical			
A. Sorts Sets of Objects	88	06	91
B. Makes Comparisons	84	91	91
C. Knows Numbers 1 to 10	89	93	93
D. Extends Patterns	93	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors. shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
   recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
   discriminates similarities/differences in
  - words\*
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or
  - writing whole sentences\* demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10°
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILIT

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers
     attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during open-ended activities
- C. Acta Responsibly
  - follows class som rules
  - I treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
  - participates in cooperative activities
  - B. Carries Out Assigned Tasks

    s carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

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7.	=	SIMPLE STORY WRITER	7:	STAGE 7:
37	29	PHRASE/SENTENCE WRITER		STAGE 6:
7	<b>o</b>	NEW WORD WRITER	ري .:	STAGE
30.6	24	COPIER	<b>.</b>	STAGE 4:
	ស	INVENTED WORD WRITER		STAGE 3:
<del>-</del>	-	SCRIBBLE WRITER	.:	STAGE 2:
2.6	8	PICTOGRAPHIC WRITER	<i>::</i>	STAGE 1:
PERCENI	NUMBER			
43630	7 7 7 1	ELEMENTARY S	PITTS	<b>a.</b>
S 1 0	0	A T L A N T A P U B L I C S C H STAGE OF WRITING DEVELOPMENT*	<	

\*BASED ON FND-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

1633

100

78

TOTAL NUMBER

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# Stages of Writing Development

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Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period, however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Stage 1 Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Stage 2 Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Stage 3 Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4 Copier

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Stage 5 New Word Writer

Chiid uses consonants and some vowels to create new words, can read these words and verbaily tell his story.

Stage 6 PhraselSentence Writer

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Stage 7 Simple Story Writer

Child's story consists of short related sentences.

Stage 8 Intermediate Story Writer

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Stage 9 Advanced Story Writer

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTION

PAGE

PITTS ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		7.1	7.1		43	43		56	26		58	58		228	228	
į	DS F <b>W</b> FNT	*	52	24	-28	56	12	41-	39	21	- 18	45	4	7	42	25	? !
	NEE	Z	37	17	-20 -28	Ξ	ស	9-	22	12	-10	<b>26</b>	24	-5	96	28	
		×			თ	თ	4	ស	18	13	ស	17	53	12	91	21	
	05W0 I		13	19	9	4	9	7	ç	7	၉-	0	17	7	37	4	
IE.		*	14	27	<del>1</del> 3	30	ဓ	0	=	21	9	22	19	ဇှ	81	<b>54</b>	
ADEQUATE	MIDDLE	z	9	19	თ	<del>1</del> 3	13	0	9	12	9	<del>1</del> 3	<b>-</b>	-5	42	55	•
	α.		7	4	0	56	23	၉	23	25	8	5	σ	-	81	17	
	UPPER	z	5	5	0	=	õ	7	13	7	-	g	ស	7	9	33	•
	ENT	×	-	æ	7	6	21	12	6	50	<b>=</b>	ď	~	၉	9	12	ď
	EXCELLENT	z	-	9	ហ	4	Ø	ß	S	Ξ	9	ო	-	۲,	13	27	•
			8	7	7	<b>е</b>	ო	ო	4	4	4	ιΩ	ល	വ			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
					DIFFERENCE	PRETEST	POSTTEST	OIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

1038

\* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC

42 25 -17

98 86

16 21 5

37 12

18 6

42 55 13

17 - 17

39

9 2 9

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

(C)

R&E:ap 10/5/93





PAGE

57

PITTS ELEMENTARY SCHOOL SCHOOL:

ERIC

	TOTAL		21	22		62	62		119	119
	10									
ų	MENT	×	35	37	ω Ω	. 99	52	-14	20	2. 1.
	IMPROVEMENT	z	8	21	က	14	32	6	29	- 6
	œ	×	<del>1</del> 9	23	4	81	23	ω	81	23
	LOWER	z	<del>-</del>	<del>1</del> 3	7	=	7	ဇ	22	27 5
VTE		×	21	თ	-12	ō	16	9	15	13 -2
ADEQUATE	MIDDLE	z	12	ហ	۲-	9	2	•	81	- 15 - 3
	UPPER	×	2	<b>18</b>	ღ	9	9	0	13	<del>1</del> 1 2 1 2
		z	42	9	-2	4	4	0	16	4.4
	LENT	×	7	7	7	0	ო	ъ	က	യഗ
	EXCELLENT	z	◀	∞	→	0	7	7	4	ō a
			4	•	4	S	വ	2		
			LEVEL	LEVFL	LEVEL	LEVEL	LEVEL	LEVEL		-
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	•	

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

#### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: PITTS,C M ELEM

School Code: 3565

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goai, dark s	haded area	= Quality Perio	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	154 ±3			****			
Literal Comp	164 ±3	1		••••	•••		
Infer & Crit Comp	150 ±3			1 ****		•	
Reference & Study	164 ±2			••∳	••		
		N = 68		,		1.P.#146	
MATHEMATICS	157 ±3	1		***			
Numbers & Num Rel	161 ±3			 		•	
Operations & Comp	164 ±2	1		' ••∳			
Geometry	167 ±2				···fee	•	
Measurement	168 ±2	1				•	
Prob & Stat	182 ±2						
PROBLEM SOLVING	159 ±3			***	-3-	• •	
		N = 65		•	=167	1.7.2182	
SCIENCE	139 ±2			***			
Life Science	156 ±2	l	•	****			
Earth Science	147 ±2			** **		÷*	
Physical Science	141 ±1	1		· •		::::	
Process Skills	152 ±1			, +			
Env/Sci/Tech/Soc	140 ±3	1		***		•	
		N = 65		•	=167	1.P.#152	
SOCIAL STUDIES	148 ±2			**			
Communities	153 ±2			***			
Citizenship	155 ±4			****		•	
American Heritage	153 ±2			***		•	
Skills	161 ±2			i <del>sojas</del>			
		N = 65			=167 6	1.P.#152	

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

<sup>† •</sup> the school score
••• • the standard error (S.E.)



#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PITTS,C M ELEM

School Code: 3565

**GRADE 3** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	1	rea = State Goal 125 150		ea = Quality Performa	nce 225
LANG ARTS: READING	162 ±3			***		
Literal Comp	172 ±3			•		
Infer & Crit Comp	158 ±3			***		
Reference & Study	169 ±1			1		4t 1
		N = 67		+ - S.G.=16B	0.P.#14#	
MATHEMATICS	167 ±2			00/00	<b>4.5.3198</b>	
Numbers & Num Rel	172 ±2			00/00	7.14.	٠.
Operations & Comp	175 ±2			43-jes		
Geometry	171 ±2			**		
Measurement	172 ±2			*****	* ( * ) * ( * )	
Prob & Stat	187 ±1			-7	A William	
PROBLEM SOLVING	171 ±2				<b>T</b>	:
		N = 66		S.9.=147	0.P:#142	
SCIENCE *	147 ±2		***			
Life Science	166 ±1		1	**		
Earth Science	157 ±1			-1 <sup>-</sup>		<u>,:</u>
Physical Science	142 ±1	1	*	-1-		
Process Skills	154 ±1		•	+	### (1)	
Env/3ci/Tech/Soc	145 ±3		***	1		•
		N = 67		5.6.=167	B.P. #192	
SOCIAL STUDIES	155 ±2			***	<b>3</b> 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Communities	157 ±2			í <del>es se</del>		
Citizenship	162 ±3			***		
American Heritage	160 ±1					
Skills	164 ±2			I e <del>sfee</del>		
		N = 67		S.G.=167	8.P.#192	

Taking into account the stundard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Centent Area secres are scaled separately and are not simple everages of strand secres.



<sup>† -</sup> the school seere

<sup>\*\*\* -</sup> the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PITTS,C M ELEM

School Code: 3565

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dar	shaded area = Quality Perfor	mance
		100 125 150	175 200	229
LANG ARTS: READING	159 ±4	****	***	
Literal Comp	177 ±5	i '	-	
Infer & Crit Comp	156 ±4	****		
Reference & Study	169 ±2	'		
		M = 59 S	8.0162 8.F.#187	
MATHEMATICS	154 ±2	***		
Numbers & Num Rel	165 ±2	'	***	
Operations & Comp	155 ±2	****	· in	
Geometry	162 ±1		<del>- -</del> -	
Meesurement	158 ±3		este a constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constitue de la constit	
Prob & Stet	179 ±3		andren (	
PROBLEM SOLVING	160 ±3			
		H = 61 S	8.9147 A.P.#142	
SCIENCE	145 ±1	+	Na.	
Life Science	155 ±1	· +		•
Eerth Science	155 ±1	de		
Physical Science	159 ±1	•		
Process Skills	148 ±2	••••		
Env/Sci/Tech/Soc	145 ±1	+		
		1	8.016E A.P. #10E	
SOCIAL STUDIES	148 ±1	+		
Geog Regions	151 ±2		À.	
Canada Hist/Geog	No report	Strand centains fower than ten items.	•	
U.S. pre-1791	161 ±1		<b>+</b>	
U.S. 1791-1875	152 ±1	+	•	
U.S. 1875-1932	160 ±1	•	•	
U.S. 1932-present	159 ±1	+		
Skills	143 ±3	***	Zer, u	
		•	6.s176 6.P.+15k	
HEALTH	165 ±2			
Sefety	He report	Strend centains fower than ten items.	## ## ## ## ## ## ## ## ## ## ## ## ##	
Nutrition	166 ±1		<b>e</b> †e	
Personal Health	He report	Strand centains fower than ten items.	•	
Substance Abuse	177 ±2		ealer	
Growth, Dev & Fam	163 ±1		<b></b>	
Mental Heelth	No report	Strand centains fewer than ten items.	+	
		N = 62 3	8.=176 Q.P.=19#	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the eree of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.



<sup>† -</sup> the school score

<sup>•• •</sup> the standard error (S.E.

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: PITTS,C M ELEM

School Code: 3565

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	Light shaded	area = State Goal Dark	shaded area	a = Quality Perfor	mance
	3.E.	100	125 150	175	200	225
LANG ARTS: READING	162 ±3		••••			
Literal Comp	186 ±3	}	•	•	***	
Infer & Crit Comp	147 ±5		***************************************		1	
Reference & Study	175 ±2		·	rejes		
		N = 71		.×162	Q.F.=167	
MATHEMATICS	155 ±2		***			
Numbers & Num Rel	168 ±1		•	4.		
Operations & Comp	157 ±2		a <del>s ļ</del> as	•		
Geometry	165 ±1		•	+	•	
Measurement	155 ±3		***	•	· .	
Prob & Stat	184 ±3		•	***	<b>ļ</b> ass	
PROBLEM SOLVING	162 ±2		•••	••	ι ,	
	·	N = 71	•	3.=167	Q.P.*192	
SCIENCE	150 ±1		+			
Life Science	156 ±1		· ++			
Earth Science	155 ±1		•			
Physical Science	164 ±0	{	•	t		
Process Skills	157 ±2		**	•	1	A TOTAL
Env/Sci/Tech/Soc	151 ±1		•			
<u> </u>		N = 70	·	1.=168	0.P.×193	
SOCIAL STUDIES	149 ±1		+			
Geog Ragions	159 ±1		' <del>- -</del>			
Canada Hist/Geog	134 ±0		†			ζ
U.S. pre-1791	162 ±1		, +	•		
U.S. 1791-1875	151 ±1		•••		e Ware i wije i generalije en de wije	
U.S. 1875-1932	157 ±1		•		물 기계를 받는 것	
U.S. 1932-present	159 ±1		 			4
Skill <b>s</b>	148 ±3		***			•
		N = 70	•	3.=17♦	Q.P.=19\$	
HEALTH	165 ±1		<u></u>	<del></del>	ren er er er er er	
Sfty/Prs/Mntl H1th	172 ±1			<b>'</b> +		
Nutrition	165 ±1			+•		•
Substance Abuse	180 ±1				Ar Marin	
Growth, Dev & Fam	165 ±1			*		• •
		N = 71	\$.1	8.=170	Q.P. =198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

<sup>\*\*\* \*</sup> the standard error (S.E.)
"Ite: Content Area secres are scaled separately and are not simple everaged in the band secres.



<sup>\*\*\* \*</sup> the standard error (S.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

## Reading

	Number Tested		Perc	ent At/A	Percent At/Above National Norm(NP=50)	
Grade	1993	1990	1991	1992	1993	*Diff
	84	83	46	32	38	
03	82	35	27	27	21	
03	7.1	34	25	16	18	
<b>7</b> 0	99	24		39	Ξ	
05	73	<b>6</b> 0	13	30		
90		40	Ø	18		
0.0		13	15	ß		
School Total	376	37	25	56	50	9
Elem. 1-5 Schools	23,856	09	5 4	40	51	ဗု

## Mathematics

		Number Tested	Percent At/Above National Norm(NP=50)	Percent	t At/Abor	ve (NP=50)	
•	Grade	1993	1990	1991	1992	1993	*Diff
•	10	84	85	63	29	20	
	02	82	59	58	72	46	
	03	7.1	36	33	21	37	
	70	99	17	50	34	53	
	05	73	33	ç	36	15	
	90		36	13	22		
	07		50	29	Ξ		
1697	School Total	376	42	33	33	36	e -
i I	Elem. 1-5 Schools	23,687	67	9	23	26	<u>ب</u>
				<b>7-</b> 4	1038		

SCHOOL: 43630 PITTS ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\* BADGES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

READING

MATHEMATIC

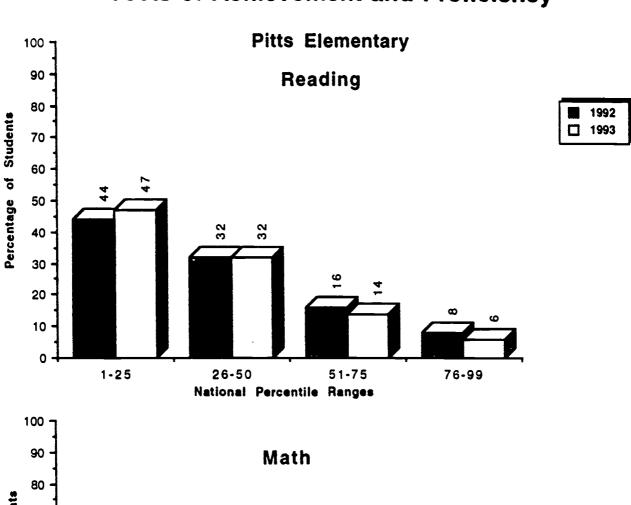
S

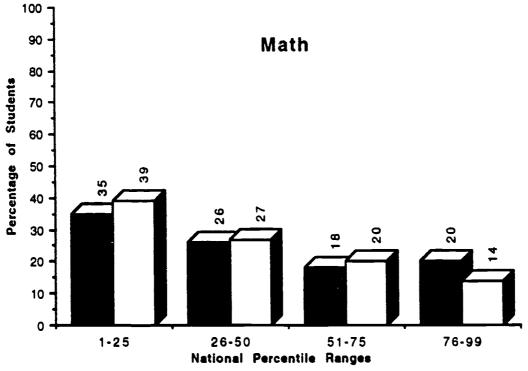
		NUMBER	PERCENT		NUMBER	PERCENT
GRADE	NUMBER TESTEO	AT/ABOVE NAT NORM	AT/ABOVE NAT NORM	NUMBER TESTED	AT/ABOVE NAT NORM	AT/ABOVE NAT NORM
0	67	56	36	67	36	54
005	99	5	22	89	34	20
03	9	13	50	64	24	38
<b>7</b> 0	28	9	9	28	15	56
90 .	61	9	10	61	9	16
SCHOOL TOTAL	318	99	21	318	119	37
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12,103	57

BEST COPY AVAILABLE

-22-

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





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Department of Research and Evaluiation A. Pruett/September 1993



							_	_
			rics	1993	33	86	ဓ	29
			Mathematics	1992	38	90	<b>38</b>	37
_				z	25	8	<b>‡</b>	4
Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years*	School	***************************************		Gain	-	-	ιo.	4
Studen			<b>5</b>	1993	73	93	32	30
			Reading	1992	78	30	27	34
				z	42	47	47	39
				Grade	O2 SWP	O3 SWP	O4 SWP	OS SWP

Gain

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		Gain	7	<b>:</b>	7	-	N	ო	ហ	<b>&amp;</b>
	tics	1993	46	47	38	35	37	38	39	42
	Mathema	1992	39 46	36	38	34	32	35	<b>3</b>	34
		z	476	464	556	444	670	732	747	828
£	1									
System										
		Gain	က	4	-	ß	4	9	9	G
	<u>p</u>	1993	38	39	35	38	38	42	0	45
	Readir	1992	35	32	34	33	34	36	34	36
		z	589	574	783	191	738	827	764	889
			SWP		SWP		SWP		SWP	
		Grade	02 Non SWP	O2 SWP	Non SWP	d#S	Non SWP	SWP	Non	SWP
		9	a	œ	03	8	2	2	02	05

<sup>+</sup> Scores for students in the Program for Exceptional Children are excluded Key: SWP = School Wide Project School(s) NonSWP = NON-School Wide Project School(s)

			atics	1993	<b>78</b>	53	31	27	
			Mathematics	1992	31	22	28	31	
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years*	School			z	Ξ	6	23	91	
iial Educatio Mean s with ITBS	. <b>V</b>	1		Gain	60	က	<b>→</b>	-5	
Remed Student			<b>B</b>	1993	53	30	31	31	
			Reading	1992	21	27	27	<b>6</b> 8	
				z	25	28	33	21	
		,		Grade	03	03	8	90	

Gain

ç

		Gain	4	၉	8	9
	atics	1993	39 43	34	37	9
	Mathematics	1992	39	37	32	34
		z	681	707	954	866
System						
		Gain		æ	4	7
	gui	1993	36 36	32	39	42
	Reading	1992	36	33	35	32
		z	857	983	1062	1055
		Grade	05	03	8	02

1705

Scores for students in the Program for Exceptional Children are excluded

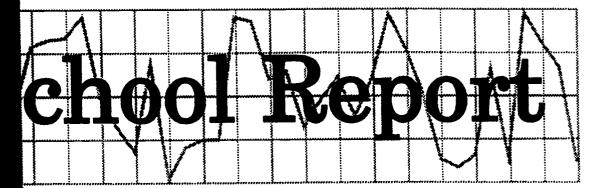


1992-93 Progression Status Report

Grades K - 5

Z	78	5,478	68	5,489	82	4,969	77	4.971	01	4.917	7.7	4,799	473	30,623
Percent	G.	ហ	σ	7	ıo	•	J.	a		a	-		2	4
Z	7	294	<b>60</b>	408	*	185	*	113		89	-	50	24	1, 102
Percent			е	4	12	ស	4-	വ	က	ശ	ţ.	4	7	4
Z		;	Е	202	01	257		260	7	227	<b>60</b>	191	34	1,137
Percent	16	38	88	68	83		18	92	97	94	88	96	88	66
Z	1.7	5,184	78	4.879	89	4,527	62	4,598	89	4.608	89	4.588	415	28,384
	School	System	School	System	School	System	School	System	School	System	School	System	School	System 28,384
908-15	×		01		02		60		90		\$0			
	N Percent N Percent	School 71 91 71 91 7 9	N Percent N Percent N School 71 91 77 9 5.4 5.4	N         Percent         N         Percent         N           School         71         91         7         9           System         5, 184         95         5, 4         5, 4           School         78         88         3         3         8         9	School         71         91         7         9           System         5,184         95         294         5         5,4           School         78         88         3         3         8         5,4           System         4,879         89         202         4         408         7         5,4	School         71         91         7         9           System         5,184         95         294         5         5,4           School         78         88         3         3         8         5,4           System         4,879         89         202         4         408         7         5,4           School         68         83         10         12         4         5	School         71         91         7         9           System         5,184         95         294         5           School         78         88         3         8         9           System         4,879         89         202         4         408         7           School         68         83         10         12         4         5           System         4,527         91         257         5         185         4	System   5,184   95   71   91   7294   5   5   5   5   5   5   5   5   5	School         71         91         7         9           System         5,184         95         294         5           School         78         88         3         3         8         9           System         4,879         89         202         4         408         7           School         68         83         10         12         4         5           System         4,527         91         257         5         185         4           School         62         81         11         14         4         5           System         4,527         91         257         5         185         4           System         4,598         92         260         5         113         2	System 5,184 95   202   4 Ao8   95   13   95   95   95   95   95   95   95   9	System   5,184   95   95   94   5   95   95   95   95	System   7,184   95   202   4   408   7   9   9   9   9   9   9   9   9   9	System 5,184   95   94   5   95   94   5   95   95	School   71   91   72   94   5   5   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   7   94   94

#### ATLANTA PUBLIC SCHOOLS



1992-93

## RUSK ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## RUSK ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• The enrollment for Rusk for the three-year period as a K - 5 school stabilized at 418 students. Eighty-eight percent of the students were stable at the school for seven or more of the nine attendance periods, and the student mobility index of .27 was lower than the systemwide average of .38.
	<ul> <li>The average class size was 21 students, student attendance was 92 percent and staff attendance of 97 percent was the same as the average for teachers systemwide.</li> </ul>
	<ul> <li>The vast majority of the kindergarten students (81 percent) entered school with developmental skills from formal preschool programs, and all of the first grade students previously attended kindergarten.</li> </ul>
	<ul> <li>Programs for instructional support included Chapter I, Remedial Education, Exceptional Children, computer-assisted instruction, and other local projects and services.</li> </ul>

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## II. Performance-Based Assessment

- A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?
- B. What was the ending performance of kindergarten students in writing?

C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

## **Findings**

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- The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.
- behavioral observations about the capabilities of the 68 kindergarten students in cent), Physical (100 percent), Personal (100 percent), and Social (100 percent). The kindergarten students also received "Yes" ratings on the structured assessfive areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (100 percent), Logical/Mathematical (100 per-The GKAP measured performance on structured assessment activities and ment activities for Communicative and Logical/Mathematical.
- The end-of-year writing samples filed in the students' whole language portfolios showed the following number of students in each stage of writing development: Pictographic Writer (7), Scribble Writer (1), Invented Word Writer (8), Copier were scored by teachers for mine stages of writing. The results for 70 students (22), New Word Writer (6), Phrase/Sentence Writer (17), Simple Story Writer stages of writing development at the end of the year. Five students were inter-(4), Intermediate Story Writer (5), and Advanced Story Writer (0). Slightly more than one half of the students (54 percent) were in the four beginning mediate writers.
- Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.
- scores for the Whole Language Periodic Reading Survey Tests were too low to The number and percentage of students matched on both pretest and posttest allow for a meaningful interpretation.

Critical Questions		Findings 👟
III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5		
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	The Go application in grading items.	The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items.
	The M     the sch     provid     Goal (	The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
A. Grade 3  B. Grade 5	• For Grillevel frimpro Social strand	For Grade 3, the school's 1992 scores did not meet the State Goal performance level for any of the four content areas or strands; but in 1993, achievement improved to the State Goal level for Language Arts/Reading, Mathematics and Social Studies. Additionally, the scores for Life Science and Earth Science strands were at State Goal.
	For Grade in the contonto Mathemati guage Arts both years.	For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal in the content areas of Language Arts/Reading and Health. Two of the five Mathematics strands and Problem Solving were at State Goal, and one Language Arts strand (Literal Comprehension) was at Quality Performance for both years.

-3-



Findings	
Critical Questions	

# IV. Iowa Tests of Basic Skills (ITBS)

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

-4-

B. Students who attended the school for seven or more attendance periods?

C. The percentage of students scoring within each quadrant?

- Rusk's students have been at the national norm achievement level for both reading and mathematics since 1987.
- Total school performance on the ITBS for 1993 showed a decrease from 89 to 78 percent for reading and 83 to 56 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following:

Grade 1 - 73 percent for Reading; 60 percent for Mathematics Grade 2 - 71 percent for Reading; 89 percent for Mathematics Grade 3 - 59 percent for Reading; 46 percent for Mathematics Grade 4 - 55 percent for Reading; 31 percent for Mathematics Grade 5 - 78 percent for Reading; 59 percent for Mathematics

- Eighty-eight percent of Rusk's students were stable in enrollment at the school for seven or more of nine attendance periods (140 or more of 180 days). This stable group of students earned higher achievement scores, when compared with the total group.
- The 1992 and 1993 comparison of scores in the national percentile ranges reflected the decrease in reading and mathematics achievement, as 12 to 17 percent fewer students eamed scores in the highest percentile range (76-99).

	Findings		<ul> <li>Rusk implemented the traditional Chapter I Program in which achievement gains were made by second, third and fourth grade students in reading, and second and fifth graders in mathematics.</li> </ul>	Systemwide, students in traditional Chapter I Programs averaged 1 to 6 NCE gains for reading and 2 to 7 NCE points for mathematics. The exception was for third grade which lost one NCE point.	<ul> <li>For REP, achievement gains were recorded for second, third and fifth grade students in reading, and for second, third and fourth grade mathematics.</li> <li>Systemwide, REP students averaged 2 to 7 NCE gains in reading and mathematics. The exceptions were second grade which maintained the NCE score for reading and the lost of 3 NCE points for third grade mathematics.</li> </ul>
FRIC	Critical Questions	V. Project Results  How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	A. Chapter 1 - Schoolwide Project (or)	A. Chapter 1 - Traditional Program	B. Remedial Education Program (REP)
Full Text Provided by E	ERIC				

vided by		
ERIC	Critical Questions	Findings
	VI. Progression Status	
	How did the school's progression status compare to that of the system?	Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.
<del></del>		All of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and 99 percent were promoted. One student was retained.
-6-		<ul> <li>The Progression Status Report for 1992 - 93 showed that 94 percent of the K - 5 students were promoted, 3 percent administratively placed, and 3 per- cent were retained. Last year in 1991 - 92, 99 percent of the students were promoted, three students were administratively placed, and two students were retained.</li> </ul>
		<ul> <li>The systemwide progression status for 1993 showed that 93 percent of the 28,384 elementary students were promoted, 4 percent were administratively placed, and 4 percent were retained.</li> </ul>

EPP:sm - SR#61 Department of Research and Evaluation August 31, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

#### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

#### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

#### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

#### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



#### Elementary School (continued)

#### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

#### Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

#### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



OB/O6/93 RUSK ELEMENTARY SCHOOL

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## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

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						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SC	SCHOOL	484	420	4 18	7	. S	96-	9.7-
ALI	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3
ST	2	YEAR)			SCHOOL	OOL	ALL ELE	ALL ELEMENTARY
					NUMBER	PERCENT	NUMBER	PERCENT
<del>-</del>	1. PUPILS ON ACTIVE ROLL:				:	1 1 1	!	1 1 1 1
	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS NDANCE PERIOD	S		367 51	88 12	27498 3982	87 13
લં	2. PUPIL TRANSFERS: NAMBER/PERCENT OF PUPILS NEW TO SCHOOL NAMBER/PERCENT OF PUPILS NEW TO APS MOBILITY INDEX	PILS NEW TO S	SCHOOL NPS		261 229 27	62 55	9541 3873 38	30
က်	PUPIL-TEACHER RATIO				20.9		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	S			0	0	=	0
ຜ	PUPILS IN PROJECTS:							
	CHAPTER I READING				82	70	15734	20
	CHAPTER I MATH				28	=	14903	47
	REP READING				48	=	4384	· •
	REP MATH				<b>*</b> e	∞	3768	12

(CONTINUED)	
<b>CHARACTERISTICS</b>	
DESCRIPTIVE	
GENERAL	

C. ST	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL.	ALL EL	ALL ELEMENTARY
		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 2 1 1	:	!	1 1 4 1
	K-GARTEN - APS PRE-SCHOOL	17	37	291	ဟ
	K-GARTEN - HEAD START	11	37	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	ო	7	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	ø	50	2391	45
	FIRST GRADE - APS K-GARTEN	61	92	4862	06
	FIRST GRADE - NON-APS K-GARTEN	m	ហ	481	<b>o</b>
	FIRST GRADE - NO K-GARTEN	0	0	9	-
ý	. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		92.1.0 9.1.0 9.0		9 9 9 4. 4. 4. 4
7.	. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.7 98.0 97.5		97.2 97.4 4.79



# Georgia Kindergarten Assessment Program

Overal	Overall Capability	ty		
Capabilities	l land	Percentage Receiving "Yes" Rating	eiving g	Ca
	School	System	State	4
				I. Comm
I. Communicative	100	93	92	A. Pro
II I coice I Method and I II	100	60	03	B. Pro
וו ריסוכתו-ושמוופוומוכתו	001	O.C	90	<u>ဂ</u> ီ
III. Physical	100	97	96	D. Del
IV Persone	100	76	66	II. Logica
		5		A. Sor
V. Social	100	94	93	B. Ma
				C. Kn
Total Number Reported	89	5,325	95,915	D. Ex

Structured Assessment Activities*	int Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving
ney maicators	School	System	State
I. Communicative			
A. Processes Visual Information	66	86	92
B. Processes Auditory Information	100	92	92
C. Communicates Orally	66	16	92
D. Demonstrates Emergent Literacy	100	06	88
II. Logical-Mathematical			
A. Sorts Sets of Objects	66	06	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	83	93
D. Extends Patterns	66	62	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383.104

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について



#### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

#### **COMMUNICATIVE CAPABILITY**

A. Processes Visual Information

The second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon

- recognizes letters of the alphabet recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters\*, and words
- interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
  - attends to print
    identifies the main idea of a picture
    - sequences pictures to tell a story makes predictions

    - distinguishes between letter\*, word\*, and

    - dictates stories to be written by the teacher
       demonstrates understanding of the relationship between spoken and written language
    - prints name and simple, self-selected words
      attempts to "write," including drawing,
      scribbling, writing letters, using inventive
      spelling, using conventional spelling, or
      writing whole sentences\*
    - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

#### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\* demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
     demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

#### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
    manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling

  D. Performs Basic Manipulative Skills
  grasping, releasing, throwing, catching, kicking, and striking

#### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers

    attempts new activities without undue
  - anxiety or fear
    plays well with other children
- B. Initiates Independent Activities

  chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - # treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower

    - participates in cooperative activities

  - B. Carries Out Assigned Tasks

    carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

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S	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	
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<b>-</b>	=	2	₫
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	ų.	느	RUSK ELEMENTARY SCHOOL
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			NUMBER	PERCENT	
STAGE 1:	<u></u>	PICTOGRAPHIC WRITER	7	10.0	
STAGE 2	.:	SCRIBBLE WRITER	-	4.1	
STAGE 3:	<b>::</b>	INVENTED WORD WRITER	<b>co</b>	4.11	
STAGE 4:	<u>::</u>	COPIER	22	4.16	
STAGE 5:	.:	NEW WORD WRITER	ဖ	<b>6</b>	
STAGE 6:		PHRASE/SENTENCE WRITER	17	24.3	
STAGE 7:	.:	SIMPLE STORY WRITER	•	5.7	
STAGE 8:		INTERMEDIATE STORY WRITER	ഗ	7.1	
		TOTAL NUMBER	70	6.66	

# Stages of Writing Development

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to make judgments about the child's written language fluency, imaginative thinking and Knowledge of Tetter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

## Description of Writing Stages

Pictographic Writer Stage 1

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

-14-

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

New Word Writer Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

PAGE

RUSK ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		33	93		36	36		7	7		36	39		149	149	
•		×	თ	9	ღ	25	7	=	55	24	N	95	92	0	33	36	e -
	IMPROVEMENT	z	ო	~	7	6	ល	7	Ø.	<b>2</b>	<del>-</del>	37	37	0	58	54	7
		×	ო	ო	0	22	ဖ	-16	21	7	ហ្វ	6	ო	0	9	ល	ភូ
	1.0WER	z	-	<b>-</b>	0	80	8	<b>9</b>	ß,	m	, ,	-	-	0	15	7	<b>60</b>
ш		ze	24	42	-12	<b>0</b> 0	25	17	51	<b>54</b>	<b>o</b>	6	ო	0	12	16	4
ADEQUATE	MIDDLE	z	œ	4	7	ო	o	g	ø	9	<b>→</b>	-	-	0	8	24	9
			48	8	-30	<b>0</b> 0	33	25	32	32	0	0	0	0	21	21	0
,	UPPER		16	9	- 10	ო	12	ø	13	<del>1</del> 3	0	0	0	0	32	31	7
	12	*	15	61	46	36	22	-14	50	12	<b>&amp;</b>	C	0	0	11	22	ស
	EXCELLENT	z	ហ	50	ŧō.	13	<b>.</b>	ή.	8	ស	e-	c	0	0	96	33	7
			8	8	8	e	m	m	4	4	4	ď	o D	ນ			
			LEVEL	LEVEL	LEVEL	EVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	EVE	LEVEL	LEVEL			
			PRETEST			PRETEST			PRETEST			10061601					

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge. Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

4.27.7

R&E:ap 10/5/93



EVEL   4   6   13   14   3   1   2   15   15   15   15   15   15					ā.	PERFORMANCE CATEGORY DISTRIBUTION	CATEGOR	Y DISTRI	BUTION	,		,	5	9
EXCELLENT         UPPER         MIDDLE         LOWER         IMPROVEMENT         TOTA           4         8         17         14         30         5         11         7         15         13         28           4         6         13         8         17         16         21         8         17         15         32         32           4         -2         -4         -6         -13         5         10         1         2         2         4           5         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0         0	¥	ELEMENTA	RY SCHOOL		_	MATCHED RE	SULTS FO	R NON-FI	NO 110N					
EXCELLENT UPPER MIDDLE LOWER IMPROVEMENT TOTA  N								ADEQUA	TE				ļ	
4     8     17     14     30     5     11     7     15     13     28       4     6     13     8     17     10     21     8     17     15     32       4     -2     -4     -6     -13     5     10     1     2     2     4       5     0     0     0     0     0     0     0     0     95       5     0     0     -1     -3     1     2     5     95       5     0     0     -1     -3     1     2     1     3			EXCEL	LENT		UPPER	; t t ! !	MIDDL		MOT	! <b>6</b> 5	NEE IMPROV	DS EMENT	TOTAL
4     8     17     14     30     5     11     7     15     13     28       4     -2     -4     -6     -13     5     10     1     2     2     4       5     0     0     1     3     1     3     1     3     36     92       5     0     0     0     0     0     0     0     0     0     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1     3     1 <th></th> <th></th> <th>z</th> <th>×</th> <th>Z</th> <th></th> <th><b>~</b></th> <th>z</th> <th>×</th> <th>z</th> <th>×</th> <th>z</th> <th>34</th> <th></th>			z	×	Z		<b>~</b>	z	×	z	×	z	34	
4     6     13     8     17     16     32       4     -2     -4     -6     -13     5     10     1     2     2     4       5     0     0     0     1     3     1     3     1     3     36     92       5     0     0     0     0     0     0     0     0     1     3     1     3     1     3     1     3     36     95       5     0     0     -1     -3     -1     -3     1     2     1     3     1     3	EVE.	<b>+</b>	α	17	-		õ	S	Ξ	7	5	13	78	47
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\* AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION. 1738

#### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: RUSK ELEM

School Code: 3066

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dark	shaded area	= Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	157 ±2			***			
Literal Comp	166 ±3			•	100/040		
Infer & Crit Comp	154 ±3			***	1		
Reference & Study	167 ±2			' .	**		
		M = 73			•	Q.P.#156	
MATHEMATICS	163 ±2			•		· · · · · ·	<del></del>
Numbers & Num Rel	164 ±2				, <del>- </del>		
Operations & Comp	171 ±2						
Geometry	169 ±2	1			enjer	· .:	
Meesurement	173 ±2				rojes		
Prob & Stat	183 ±1				l '	•*	
PROBLEM SOLVING	164 ±2			•	, <del>- </del>	•	
		M = 73			•	2.P.#152	
SCIENCE	140 ±2			••••	-		
Life Science	158 ±2		•	•••			-
Earth Science	151 ±2			•• ••			
Physical Science	138 ±1	1		+			
Process Skills	152 ±1			•		741	
Env/Sci/Tech/Sec	139 ±3		•	···· <del>·</del>			
		M = 73			.=167	4.P.#152	
SOCIAL STUDIES	150 ±2			•••			
Communities	153 ±2			***			
Citizenship	167 ±3			•	***		
American Heritage	155 ±2			**	•		
Skill <b>s</b>	159 ±2	•		***			
		N = 73			.=167	Q.P.#152	

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content eree.

Your school's scores do not indicate quality performence in any content area.

<sup>† =</sup> the school score



#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: RUSK ELEM

School Code: 3066

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ded area = Si	tate Goal Dari	shaded area	= Quality Perfo	rmance
Strand ————————————————————————————————————	S.E.	100	125	150	175	200	225
LANG ARTS: READING	163 ±3		_	•	ojess		
Literal Comp	171 ±3				\$0.000 PB		· · · · · · · · · · · · · · · · · · ·
Infer & Crit Comp	160 ±4			****	•••		·
Reference & Study	170 ±2			•	anjao		• • • • • • • • • • • • • • • • • • • •
		N = 68		s.	6.=165 c	. F. w19#	
MATHEMATICS	172 ±3				400 100	A CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR OF THE CONTRACTOR	
Numbers & Num Rel	176 ±2				***	1878	77.97
Operations & Comp	179 ±2						
Geometry	171 ±2				<del> </del> '		
Measurement	175 ±2				***	Marian Calabaran Carana Carana Marian Marian Carana Carana Marian Marian Carana Carana Carana Carana Carana Carana Carana Carana Carana Carana Carana Carana Carana Cara	
Prob & Stat	186 ±1				,	•	
PROBLEM SOLVING	173 ±2				****		
<u> </u>		N = 69			8.=167 £	1.P.#192	<u> </u>
SCIENCE *	153 ±2			••••		- 100 CO	
Life Science	169 ±1			•	++		
Earth Science	165 ±2				•= ••		Hustin Michaelt North
Physical Science	144 ±2			***	•		
Process Skills	155 ±2			, ************************************			
Env/Sci/Tech/Soc	147 ±3			***			
		M = 69		•	G.=167	P. #192	
SOCIAL STUDIES	166 ±3				***		
Communities	164 ±3	1		•	· ·nofesa		
Citizenship	175 ±3						
American Heritage	163 ±2			•	• <del>• ••</del>		
Skills	167 ±3				****		
		N = 68		<b>s</b> .	G.=167 G	P.#142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects any processed weighting on Process Skills

Mate: Contant Area scores are scaled separately and are not simple averages of strand scores.



the school score

<sup>\*\*\* -</sup> the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

-System Code: 761

School Neme: RUSK ELEM

School Code: 3066

#### **GRADE 5**

Dete Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal	, dark shaded an	ea = Quality Perform	ance
Strand	S.E.	100125154	175	200	225
LANG ARTS: READING	169 ±4		-		
Literel Comp	185 ±4		·	median	
Infer & Crit Comp	169 ±5		*******	•	
Reference & Study	175 ±2		·		
		M = 63	3.8.9162	9.7.2187	
MATHEMATICS	162 ±2		***		
Numbers & Num Rel	169 ±2	• •	-		
Operations & Comp	161 ±2		••••		
Geometry	167 ±1		· +		
Meesurement	165 ±3		***	: >	
Prob & Stat	180 ±3		· •••	••• · · · · · · · · · · · · · · · · · ·	
PROBLEM SOLVING	167 ±3	1	***		
		M = 63	3.8.4367	A.P.+192	
SCIENCE	151 ±2	-	<b> ••</b>		
Life Science	158 ±1		•		
Earth Science	157 ±1		+		
Physical Science	160 ±1		•		
Process Skills	154 ±3	,	<del> </del>	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Env/Sci/Tech/Soc	147 ±1	+	•	:.	
. <u> </u>		N 3 46	5.6.1144	4.P.#153	
SOCIAL STUDIES	154 ±1		+	.: N.	
Geog Regions	156 ±2	1	***	a Air Air anns	
Canada Hist/Geog	No report	Strand centains fewer than ten items.	•		
U.S. pre-1791	161 ±1		+		
U.S. 1791-1875	154 ±1		<b>+</b>		
U.S. 1875-1932	161 ±1		· +•		
U.S. 1932-present	163 ±1		` <b>+</b> •		
Skills	151 ±3	•••		4 <del></del>	
		N = 66	3.8.+176	8.P.=198	
HEALTH	168 ±2		**		
Safety	No report	Strand contains fewer than ten items.	·	All the	
Nutrition	168 ±1		+		
Personal Health	No report	Strand centeins fewer than ten items.	•	. '	
Substance Abuse	177 ±2		···		
Growth, Dev & Fam	166 ±1		+		
Mental Health	No report	Strand centains fewer than ten items.	•	•	
	1	N = 44	3.8.=176	0.P.=198	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the ereas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† •</sup> the school score
.... • the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: RUSK ELEM

School Code: 3066

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.				area = Quality Performan	ICO
		100	125	150 175	5 200	225
LANG ARTS: READING	173 ±4	1		*****	3	
Literal Comp	193 ±4	1		•	***********	
Infer & Crit Comp	159 ±6	1		•••••	•	
Reference & Study	180 ±2	1		·	•••••	
MATURMATION	1.00	N = 69		\$.9.=162	Q.F.=167	_
MATHEMATICS	159 ±2	1		••		
Numbers & Num Rel	167 ±2	[		*****		
Operations & Comp	163 ±2	[		**	V 1	
Geometry	164 ±1	[		· ••	• .	
Measurement	162 ±3	1		••••		
Prob & Stat	185 ±3	1		•	esajose	
PROBLEM SOLVING	169 ±3	}		***		
<del></del>	<del></del>	N = 69		\$.e.=167	Q.P.×192	
SCIENCE	154 ±1	1		+		
Life Science	156 ±1	1		ਜ* • •		
Earth Science	158 ±1	1		Ψ •		
Physical Science	165 ±0	1		Τ'		
Process Skills	161 ±2	1		<b>T</b>		
Env/Sci/Tech/Soc	151 ±1	1		**************************************		
		N = 69		+	Q.P.*198	
SOCIAL STUDIES	153 ±1				#+ <b>F</b> + <b>F * F *</b>	
Geog Regions	161 ±1	Į.		+		
Canada Hist/Geog	134 ±0	1		++		
U.S. pre-1791	163 ±1	1	†			
U.S. 1791-1875	153 ±1	Į.		<b>+</b>	HIMA. Mendensi	
U.S. 1875-1932	158 ±1	1		<b>+</b> +•		
U.S. 1932-present	150 ±1	1		<b>+</b> +-	900 10 1 10 000 10 1 10 000 10 1	
Skills	156 ±3	1		<b>+</b>	10.000 Apr. 1 2000 Apr. 1 2000 Apr. 100 Apr. 1	
	13	N = 69		<del></del>		
HEALTH	169 ±2	<del> • -</del>		\$.6.=170	Q.F.*195	
Sfty/Prs/Mntl Hlth	109 ±2	1		***		
Nutrition	1// ±2 165 ±1	1		•••		
Nutrition Substance Abuse		1		<b>+</b> •	William Control	
Growth, Dev & Fam	181 ±1	I			+	
Growth, Dev & Fam	166 ±0	l		†	(Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Control of the Contr	
	1	N = 69		S.G.=170	Q.P.=19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

-21-

the school score 2743

\*\*\* \* the standard error (S.E.)

<sup>&</sup>quot;Its: Content Area seeres are seeled separately and are not simple averages of strand secres.



Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

		Number Tested		Perc Nat	Percent At/Above National Nor.A(NP=50)	bove 1.3(NP=50	_
Grade		1993	0661	1991	1992	1993	*Diff
0		<b>79</b>	49	80	79	73	
03		62	45	70	73	7.1	
60		89	<b>64</b>	83	92	53	
8		73	7.1	<b>8</b>	7.4	55	
90		69	7.1	84	68	78	
<b>9</b> 0			59				
07			94				
	School Total	336	65	79	18	67	1 4
	Elem. 1-5 Schools	23,856	09	54	54 4	51	e-
		Number Tested		Percer Natio	Percent At/Above National Norm(NP=50)	1(NP=50)	
Grade		1993	1990	1991	1992	1993	*Diff
9		62	81	6	08	9	
03		62	7.4	82	83	68	
03		67	99	<b>4</b> 9	79	46	
9		72	65	62	7.1	31	
90		69	8	70	94	59	
90			87				
07			92				
•	School Total	332	75	70	83	.56	-27
744	Elem. 1-5 Schools	23,687	49	09	59	26	e -
			17/15	r.			

+ Difference = 1993 - 1992

RUSK ELEMENTARY SCHOOL 41686 SCHOOL:

ERIC

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

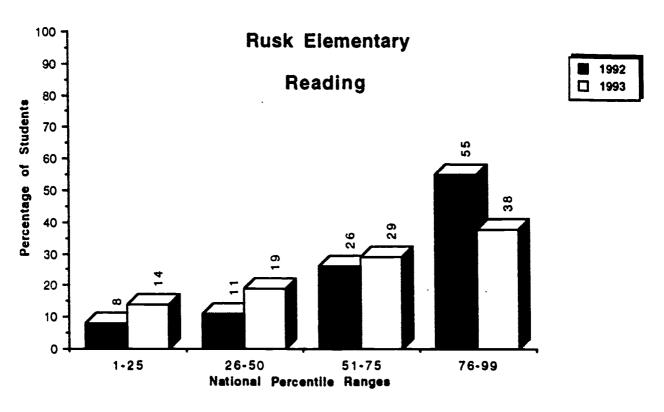
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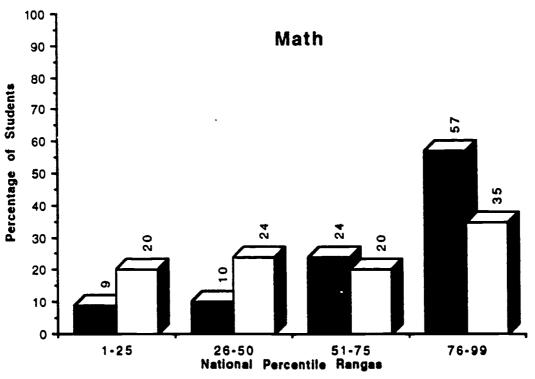
READING

MATHEMATICS

		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
01	59	42	7.1	57	33	58
05	56	33	70	26	51	91
03	29	37	63	28	53	20
<b>5</b> 0	<b>9</b> 9	36	26	63	50	32
02	65	25	08	65	39	09
SCHOOL TOTAL	303	206	89	299	172	28
ELEMENTARY K-5 SCHOOLS 21,280	OLS 21,280	11,200	53	21,123	12,103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency









Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\* Schoo 1

		Reading	<b>2</b>			Mathema	tics	
Grade	z	1992	1993	Gain	z	N 1992 1993	1993	Gain
O2 Non SWP	'	35	35 57	22	7	-	49	23
03 Non SWP	5	59	47	81	01	43	33	7
04 Non SWP	7	49	34	- 15	σ	32	23	٥ ١
O5 Non SWP	<b>co</b>	34	51	ŭ	ω	26	27	-
				System				
		Reading	ğu			Mathematics	tics	
Grade	z	1992	1993	Gain	z	1992	1993	Gain
02 Non SWP	589	35	35 38	8	476	476 39 46	46	7
O2 SWP	574	35	39	4	494	36	4.7	Ξ
03 Non SWP	783	34	35	-	556	39	38	-
O3 SWP	791	33	38	ហ	444	34	35	-
04 Non SWP	738	34	38	•	670	35	37	8
O4 SWP	827	36	36 42	9	732	35	38	က
O5 Non SWP	764	34	0	9	747	34	38	ស
OS SWP	889	36	45	o,	858	34	42	œ

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	24	89	g	မှ				Gatn	4	ဇု	81	9
ıtics	1993	79	32	22	37			atics	1993	43	34	37	0
Mathema	1992 1993	9	0	16	31			Mathem		39 43			
	z	מ	7	ო	81				z	681	707	954	866
							System						
	Gain	6	5	9	8				Gain		8	•	7
gu	1992 1993							ing		36 36			
Read	1992	48	28	54	37			Read	1992	36	33	35	35
	z	9	60	ო	4				Z	857	983	1062	1055
	Grade	05	03	2	92				Grade	05	03	90	05

1752



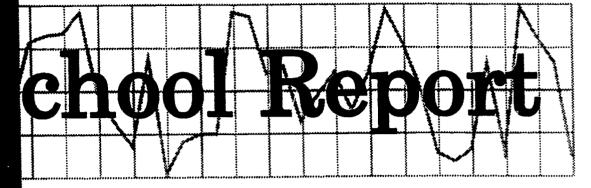
1992-93 Progression Status Report

Grades K - 5

		Ğ	Promoted	Admin. Placed	<b>900</b>	<b>&amp;</b>	Retained	Total
Grade	•	z	Percent	z	Percent -	Z	Percent	Z
¥	School	69	66			-	-	07
	System	5, 184	92			294	ហ	5,478
01	School	09	98	2	3	80	=	70
	System	4.879	68	202	•	408	7	5,489
02	School	54	06	9	10			09
	System	4,527	16	257	ហ	185	•	696'₩
60	School	0/	97	2	9			72
	System	4,598	92	260	ន	113	8	4,971
<b>*</b> 0	School	72	96			4	ស	9/
	System	4,608	84	227	ន	82	2	4,917
90	School	69	66	-	-			07
	System	4,588	96	191	4	20		4,799
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### ATLANTA PUBLIC SCHOOLS



1992-93

### SCOTT ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## 1992-93 FINAL SCHOOL REPORT SCOTT ELEMENTARY SCHOOL

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>The 1992-93 enrollment of 329 students represents a decrease of 21.7 percentage points over the previous school year. The enrollment decline was almost four times larger than the system's 6.8 percent over the same period of time.</li> </ul>
	<ul> <li>About one-third of the 1992-93 pupils were new to the school. Eighty-three students (25 percent) transferred from other APS schools and twenty students (6 percent) transferred from external school districts.</li> </ul>
	• Eighty-eight percent of the students were on active roll during the school year. This finding is comparable to system (87 percent) data. The school's average attendance percentages increased over the previous school year. Nonetheless, its attendance continued to trail systemwide pupils' averages. Certified staffs attendance average continued to be comparable to the system's average.
	<ul> <li>Over half of the pupils, (52 percent) entered kindergarten with less than 6 months to no prior preschool care. Only one of the school's 60 kindergarten students had been enrolled in an APS preschool program, while 12 had been enrolled in head start and 16 in private community facilities.</li> </ul>
	• Programs for instructional support included Chapter I Reading and Mathematics; Remedial Education Programs Reading, Mathematics and Writing; and an after-school program.

Critical Questions	Findings
II. Performance-Based Assessment	
<ul> <li>A. Do any of the Georgia Kindergarten Assessment         Program (GKAP) capabilities or key indicators         suggest a need for attention?     </li> </ul>	• Results were submitted for 60 kindergarten students who were rated on the GKAP observational and structurally assessed tasks. The students' overall rating, for the most part, exceeded system and state ratings. The indicator communicative, was the only indicator on which 93 percent of the school's students were rated "yes". The specific key indicator most students had difficulty with was D Demonstrates Emergent Literacy.
B. What was the ending performance of kindergarten students in writing?	• Ending stages of writing revealed that two-thirds of the students reached Stage 5: "New Word Writer" through Stage 8: "Intermediate Story Writer".
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	<ul> <li>Pretest and posttest periodic reading tests were administered to students enrolled in the 2nd through 5th grades. The results for fiction indicate mixed performance. Third grade students' posttest scores show expected posttest increases over pretest findings. At the fourth grade, however, larger percentages of students achieved "needs improvement" status on the posttest. In general, fourth graders' posttest scores slipped below pretest results.</li> </ul>
	• Fourth and fifth graders were also administered tests for non fiction passages.  As was the case on fiction selections, a larger percentage of fourth grade students 15 percent more scored in the "Needs Improvement" category on the posttest than on the pretest. Fifth graders' posttest results indicated large improvement over the pretest distributions.
1758	1759

### Critical Ouestions

Findings

# III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?

A. Grade 3

The school's third graders' scores met or exceeded state goal for two consecutive school years in the mathematics content area. Third graders' scores, however, did not indicate quality performance in any content areas over the same period.

The strands Literal Comprehension, Reference Studies and Citizenship exceeded state goal for the two years.

At the fifth grade level, the school's CBA scores met or exceeded state goal in the content areas: Language Arts: Reading and Health. The scores did not, however, indicate quality performance in any content area over the two school year periods.

The strands Numbers and Number Relations and Probability and Statistics also met state goal for the two years.

# IV. Iowa Tests of Basic Skills (ITBS)

B. Grade 5

-3-

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

1730

Except for 51 percent declines in reading and mathematics at the third and fifth include students who attended school more than and those who attended school stable. The changes resulted in a minus 11 percentage points fewer students achieving national norm status in reading and a minus 14 percent fewer students in mathematics in 1993 compared to 1992. (Note: Regular students grade levels, Scott's regular students' ITBS scores improved or remained ess than seven attendance periods).

9		
Critical Questions		Findings
IV. Iowa Tests of Basic Skills (ITBS) (continued)		
Were there changes in reading/mathematics achievement with respect to the following:		
B. Students who attended the school for seven or more attendance periods?	•	Only one percent more of the school's pupils who attended the school for seven or more attendance periods achieved national norm level than "regular students". Additionally, eighty-eight percent (38 of 43) of the third graders were on roll more than seven attendance periods.
C. The percentage of students scoring within each quadrant?	•	The reading and mathematics graphic distributions show declines at the higher quadrant and increases at the lower levels. Reverse scoring trends should exist.
V. Project Results		
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?		
A. Chapter 1 - Traditional Program	•	Scott conducted a traditional Chapter I program. The mean NCE gains of the school were nine times larger (in reading at the second grade level) and over two times higher (in reading at the fourth grade level) than system results. The mathematics scores of the school's REP participants were not as large as the differences in reading.
B. Remedial Education Program (REP)	•	REP gains for Scott participants were also larger than system's participants' gains. Specifically, in reading second graders' plus gains were 14 times greater than the system's gains. Additionally, Scott's fourth graders' NCE gains were almost three times greater. The mathematics gains of the school's REP stu-
1762		dents declined by large percentages — a minus 14 NCE's at the fourth grade and a minus 11 NCE at the tifth grade level. $ \begin{array}{c} 1 & 3 \\ 1 & 3 \\ 3 \end{array} $

-4-

	Findings	<ul> <li>The school retained two percent fewer of its students than systemwide schools.</li> <li>Administrative placement and promotional data were also comparable to systemwide trends.</li> </ul>	
ER Part that the	Critical Questions	VI. Progression Status  How did the school's progression status compare to that of the system?	-5-

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of earollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 the major 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93

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08/06/93 SCOTT ELEMENTARY SCHOOL

ERIC

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## GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR) 8

DIFFERENCE

-22.4 PERCENT PERCENT ALL ELEMENTARY 3 YEARS -2,940 NUMBER -21.7 PERCENT PERCENT SCHOOL -91 2 YEARS 1 - 1 - 1 - 1 NUMBER 329 31,480 1992-93 -----420 33, 791 1991-92 . . . . . . . . 34,420 1990-91 STAFF/SCHOOL FACTORS (END OF YEAR) \*\* | \* | \* | \* | \* | \* | \* | \* | ALL ELEMENTARY SCHOOL

ů.

. 30 5 32 289 9 PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS 6

PUPIL TRANSFERS:
NUMBER/PERCENT OF PUPILS NEW TO SCHOOL
NUMBER/PERCENT OF PUPILS NEW TO APS
MOBILITY INDEX

OUT-OF-SCHOOL SUSPENSIONS PUPIL-TEACHER RATIO . ო

CHAPTER I READING PUPILS IN PROJECTS:

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CHAPTER I MATH REP READING

REP MATH

AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN

-8-

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	! ! !	
K-GARTEN - APS PRE-SCHOOL	-	81	291	ເດ
K-GARTEN - HEAD START	12	8	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	16	27	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	31	25	2391	45
FIRST GRADE - APS K-GARTEN	50	68	4862	06
FIRST GRADE - NON-APS K-GARTEN	ស	o	481	6
FIRST GRADE - NO K-GARTEN	-	N	9	-
PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		92.8 90.7		99 99 4. 4. 9. 4. 1. 5.
PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91		97.2		97.2

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# Georgia Kindergarten Assessment Program 1993

Overall	Overall Capability	ty		
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	
	School	System	State	
				1.
I. Communicative	93	93	92	
	80	80	80	
II. Logical-mathematical	96	OG.	88	
III. Physical	86	97	96	
IV Personal	86	76	65	ij
	3			
V. Social	97	94	93	
Total Number Reported	90	5,325	95,915	

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
1. Communicative			
A. Processes Visual Information	001	86	76
B. Processes Auditory Information	86	92	92
C. Communicates Orally	92	91	92
D. Demonstrates Emergent Literacy	85	06	68
II. Logical-Mathematical		10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10 - 2 10	
A. Sorts Sets of Objects	26	06	91
B. Makes Comparisons	26	91	91
C. Knows Numbers 1 to 10	26	93	93
D. Extends Patterns	98	85	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicate & rally
  - uses languages for social interaction retells stories\*

  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
  - sequences pictures to tell a story
     makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - scrts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
    demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- B. Understands Spatial Concepts
  demonstrates understanding of the concepts
  of near, far, over/above, under/below, on, in,
  beside, in front, behind, between, across
  from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
   attempts new activities without undue

  - anxiety or fear plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.

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	STAGE 3:	STAGE 4:	STAGE	STAGE 6:	STAGE 7:	STAGE 8:	

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\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLID AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

- Pictographic Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- S*cribble Wri*ter Stage 2
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Invented Word Writer Stage 3
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4
- *Copier* Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
  - **New Word Writer** Stage 5
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story
- Phrase/Sentence Writer Stage 6
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Simple Story Writer Stage 7
- Child's story consists of short related sentences.
- Intermediate Story Write Stage 8
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Advanced Story Writer Stage 9
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

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PAGE

SCOTT ELEMENTARY SCHOOL

SCHOOL:

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					DIFFERENCE		_	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST		DIFFERENCE					

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

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Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the orbits half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, g, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, spelling, or handwriting. student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time).

-15-

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of sudents in the Needs Improvement Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

R&E:4p 10/5/93

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$C_{2}$	
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-	

10/11/93				WHOLE		LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION	C READING	SURVEY RESI	ULTS			PAGE	61
SCH00L:	SCOTT E	SCOTT ELEMENTARY SCHOOL	Y SCHOOL		MAT	MATCHED RESULTS FOR NON-FICTION	FOR NON-F	ICTION					
						,	ADEQUATE	ATE				!	
			EXCELLENT	ENT	ī	UPPER	MIDDLE		LOWER	; <u>e</u> x	NEEDS IMPROVEMENT	SENT	TOTAL
			z	×	z	æ	z	×	z	×	z	30	
PRETEST	LEVEL	4	8	g	4	7	9	81	9	8	5	45	33
POSTTEST		4	0	0	ស	<del>1</del>	4	2	മ	5	19	28	33
DIFFERENCE	LEVEL	4	7	9-	-	ო	<b>6</b>	9	7	ღ-	4	13	1
PRETEST		വ	0	0	∞	55	Ξ	31	8	80	14	39	36
POSTTEST	LEVEL	വ	4	=	=	31	7	<del>1</del> 9	ო	σ	Ξ	31	36
DIFFERENCE		ហ	4	=	ო	o	<b>4</b>	-12	0	0	၉	<b>60</b>	}
					:								
	i		6	c	12	17	47	25	σ	ţ	0,0		69
			14	ဖ	9	53	Ξ	16	, <b>c</b>	2 2	8 8	4 4 5	69
			8	n	4	9	9-	<b>0</b> 1	-	7	-	-	

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTIEST IS FICTION.

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: SCOTT ELEM

School Code: 3566

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ied area = S	tate Goal, dark	shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	158 ±4			****	•		
Literal Comp	165 ±4			•	***		
Infer & Crit Comp	155 ±4			****	•	•	
Reference & Study	169 ±2				***		
		M = 55		<u> </u>	0.=165	0.P.#198	
MATHEMATICS	167 ±3				***		
Numbers & Num Rel	168 ±3				***		
Operations & Comp	171 ±3				***		
Geometry	173 ±2	,			***		
Meesurement	173 ±2				**		
Prob & Stat	189 ±2	ļ			•	entre	
PROBLEM SOLVING	168 ±3				***		
		H = 58		s.	8.0167	Q.P.#192	
SCIENCE	143 ±2		•	** **			
Life Science	160 ±2	ŧ		•••	••		
Earth Science	153 ±2			** **			
Physical Science	140 ±1			+		29g	
Process Skills	154 ±1	1		+			
Env/Sci/Tech/Soc	143 ±3			***			
		N = EE			.B.=167	4.P.#152	
SOCIAL STUDIES	156 ±3			*** ***			
Communities	157 ±2			**			
Citizenship	164 ±4	1		•		Ť.	
American Heritage	155 ±2			•• ••		•	
Skills	174 ±3			·	***	·: :	
		M = 55			Q.=167	Q.P.#142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

† = the school score

### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: SCOTT ELEM

School Code: 3566

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = Si	ate Goal Dari	k shaded an	a = Quality Perfor	mance
Strand	\$.E.	100	125	<u>1</u> 50	175	200	225
LANG ARTS:READING	160 ±4			****	****		
Literal Comp	167 ±4	Ì			****		•
Infer & Crit Comp	161 ±4			****	****		
Reference & Study	165 ±2	Ì			**	* .* .*	·
		N = 43			G.=165	0.F:x198	
MATHEMATICS	166 ±2	1			** **	WWW. Carlot	
Numbers & Num Rel	170 ±2						
Operations & Comp	174 ±2				<del>vo[</del> os	Miles Maria	
Geometry	168 ±2				**		
Measurement	173 ±2				**		
Prob & Stat	187 ±1	]				+	
PROBLEM SOLVING	167 ±3	l			***	11.00	
		H = 44			.G. #167	9.P.×192	
SCIENCE *	147 :12	1		+			
Life Science	167 ±2				** **		
Earth Science	157 ±2	1		•- ••			
Physical Science	143 ±1			+			•
Process Skills	152 ±1	}		+			•
Env/Sci/Tech/Soc	145 ±4			****		: "" " :	
		N = 43			.G.=167	9.P.±192	
SOCIAL STUDIES	157 ±2	1		•• ••	•		
Communities	159 ±2			••	••		
Citizenship	167 ±4				****		
American Heritage	159 ±2			••	<b> ••</b>		
Skills	163 ±3				***	<i>,</i> ,	
		N = 43		S	.G.=167	Q.P.×192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the eree of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1 706 x--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Centent Area secres are seeled separately and are not simple everages of strand secres.



<sup>-</sup> the school score

eee - the standard error (S.E.)

### School Content Area Summary

System Name: ATLANTA CITY

· System Code: 761

School Name: SCOTT ELEM

School Code: 3566

GRADE 5

Bate Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal		rea = Quality Perfor	mance
LANG ARTS:READING	161 ±4	100 125 15	0175	200	225
Literal Comp	179 ±5		****		
Infer & Crit Comp			****	41044	
Reference & Study	159 ±5	}	*****		
Reference & Study	168 ±3		***		
MATHEMATICS	157 ±2	M = 67	3.8.0162	4.F.#187	
Numbers & Num Rel	166 ±2		•••	•	
Operations & Comp	158 ±2		**		
Geometry	163 ±1		•	WALL OF	
Measurement	159 ±3		+		
Prob & Stat	185 ±2	·	***	2000	
PROBLEM SOLVING	164 ±2			100	
· roblem bolden	104 15	M = SA	**************************************	• • • • •	
SCIENCE	147 ±2		3.8.918/	A.P. #152	
Life Science	156 ±1	***	_1_		
Earth Science	156 ±2		T*		
Physical Science	157 ±1		-t-		
Process Skills	154 ±2				
Env/Sci/Tech/Soc	146 ±1	44	<del>''''</del>		
		# # # # # # # # # # # # # # # # # # #	2.8.0148	A.F. e185	
SOCIAL STUDIES	150 ±2	· ·	•		
Geog Regions	154 ±2	'	enten		
Canada Hist/Geog	No report	Strand centains fewer than ten items.			
U.S. pre-1791	160 ±1		+	••	
U.S. 1791-1875	154 ±1		+•		
U.S. 1875-1932	159 ±1		· •••	••	
U.S. 1932-present	160 ±1		 	4	
Skills	148 ±3	***	<b>.</b>	A.Y.	
		M = 50	3.8.1176	4.2.2198	
HEALTH	169 ±2		**		
Safety	He report	Strums contains fower than ten items.	•		
Nutrition	168 ±1		+		
Personal Health	He report	Strand centains fewer than ten items.	•		
Substance Abuse	176 ±2		**	•	
Growth, Dev & Fam	167 ±1		+- '		
Mental Health	No report	Strand contains fover than ten items.	•	2.8	
		N = 50	3.4.=174	Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school score \*\*\* = the standard error (\$.E.)

### **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Name: SCOTT ELEM

School Code: 3566

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	dod area = St	ate Goal Dark	shaded and	ea = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	164 ±4		•	•••	++++++		50
Literal Comp	188 ±4				•		,
Infer & Crit Comp	153 ±7			*********			
Reference & Study	174 ±2			•	enfoa		
		N = 42			.=162	Q.P.×147	٠.
MATHEMATICS	160 ±3			***	•		
Numbers & Num Rel	170 ±2			•	<del></del>		
Operations & Comp	162 ±3			•••	•••		
Geometry	165 ±1.			•	<b>+</b> +	er er ve	₩.
Measurement	159 ±4			****	•		· .
Prob & Stat	188 ±3			•		acciona.	:
PROBLEM SOLVING	167 ±3				***		•
		N = 42	<u></u>		3.=167	Q.F.×192	
SCIENCE	153 ±2			***			
Life Science	159 ±1			· +•		Jake St.	
Earth Science	157 ±1			+		olice commo della	
Physical Science	164 ±1			•	<b>+</b> •		samá.
Process Skills	159 ±3			***	•		
Env/Sci/Tech/Soc	151 ±1			•••		marking and in the	ter en en en en en en en en en en en en en
	<u> </u>	N = 43		•	1.=160	Q.P.#193	
SOCIAL STUDIES	152 ±2			***			
Geog Regions	161 ±2			•	•		
Canada Hist/Geog	134 ±0		Ť	•			yt ik:
U.S. pre-1791	162 ±1		•	•	•		
U.S. 1791-1875	153 ±1			•••			(s. 190
U.S. 1875-1932	159 ±2	1		•			verse of
U.S. 1932-present	160 ±1			+•			30
Skills	151 ±3	İ		***			
<u> </u>	<u> </u>	N = 43		•	3.=170	8.P. <b>19</b> 5	
HEALTH	171 ±2				**		
Sfty/Prs/Mntl Hlth	179 ±2	ł			, ************************************		
Nutrition	168 ±1				•••	\$300 12000 0 12 0 12 40 0	
Substance Abuse	179 ±1	1			+		
Growth, Dev & Fam	167 ±1	1			+ '		
	<u> </u>	N = 43		\$.0	B.=178	0.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Language Arts: Reading and Heelth.

However, your school's scores do not indicate quality performance in eny content erea.

<sup>† •</sup> the school seere

<sup>\*\*\* \*</sup> the standard error (\$.E.)

<sup>&</sup>quot;--">: Content Area secres are secled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

### Reading

		*D1ff									11.	e-
	Percent At/Above National Norm(NP=50)	1991 1992 1993		51	63	7	47	<b>9</b>			4	51
	ent At/Ak Ional Nor	1992		20	9	28	52	91	32	35	52	40
	Perce Nat	1991		37	<b>‡</b>	61	74	5	51	62	20	46
		1990		23	42	29	35	67	33	68	51	09
***************************************	Number Tested	1993		57	09	43	51	40			251	23,856
		Grade	-	01	05	03	40	90	90	07	School Total	Elem. 1-5 Schools

### Mathematics

				Natio	Norm	(OC=dN)	
Grade		1993	1990 1991 1992 1993 +Diff	1991	1992	1993	*Diff
0			89	4	46	32	
05			4.3	45	61	20	
03			72	4	65	4	
9			7.1	42	20	23	
90		07	33	24	<b>‡</b>	45	
90			33	38	33		
07			36	47	13		
Ç	School Total	252	43	52	8	34	-14
25.5	Elem. 1-5 Schools	23,687	67	9	29	99	ဂု
				+~4	17,00		

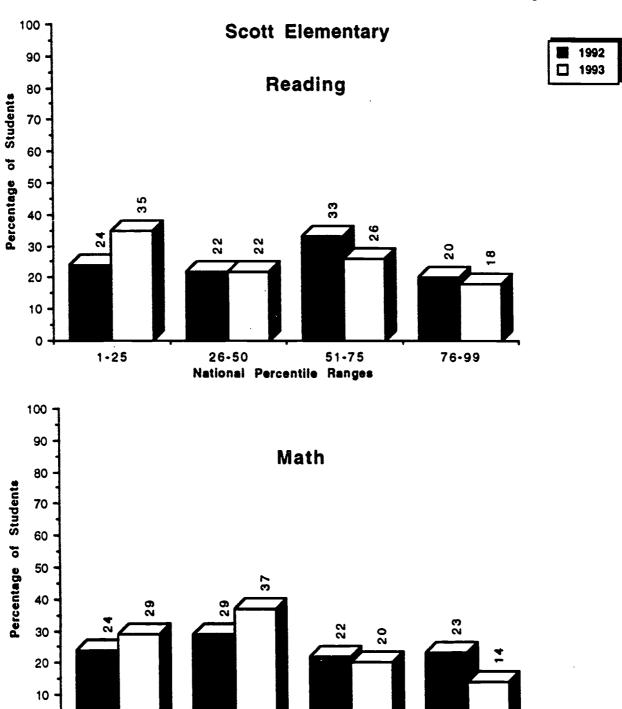
+ Difference  $\approx$  1993 - 1992

SCHOOL: 43693 SCOTT ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*BOGS NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		<b>X</b>	MATHEMATICS	s o
1		NUMBER	PERCENT		NUMBER	PERCENT
₹		AT/ABOVE	AT/ABOVE	NC MEER	AT/ABOVE	AT/ABOVE
TES	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
	49	24	49	4	17	35
	51	32	. 69	51	28	22
	38	~	S	38	2	13
	46	21	46	94	6	50
	36	16	‡	36	17	47
••	220	86	45	220	91	32
ELEMENTARY K-5 SCHOOLS 21,280	80	11,200	ຄອ	21,123	12, 103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





1-25

0

51-75

76-99



National Percentile Ranges

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo1

747 34 39 858 34 42
4
••
747
மு ஏ
764 34 40 889 36 45
34 36
764
O5 Non SWP

+ Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)

Remedial Education Plan (REP) Results

			Gain	ო	а	41 -	-11			
		atics	1993	<b>4</b>	31	31	29			natics
		Mathematics	1992	38	29	45	9			Mathematics
O Years*			z	0	Ø	ø	∞			
Mean NCE Gains Students with ITBS Results for Two Years*	School			•					System	
Mean ts with ITBS	· ν		Gatn	28	က	Ŧ	6-		•	•
Studen		<b>2</b>	1993	55	27	46	38			1 ng
		Reading	1992	27	24	32	48			Reading
			z	12	თ	7	ო			
			Grade	05	03	9	90			

		Gain	-	၉	а	. <b>φ</b>
	atics	1993	43	34	37	9
	Mathematics	1992	39 43	37	32	34
		z	681	707	954	866
System						
		Gain		8	•	7
	ou,	1993	36 36	32	39	42
	Reading	1992	36	33	32	32
		z	857	983	1062	1055
		Grade	05	03	8	90

Scores for students in the Program for Exceptional Children are excluded



8/04/93 SCOTT ELEMENTARY SCHOOL

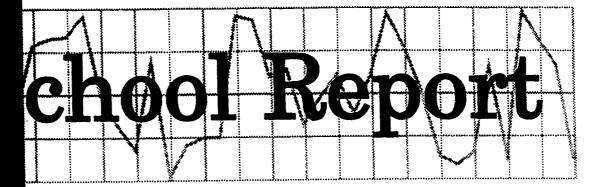
1992-93 Progression Status Report

Grades K - 5

System 5,184   95   95   7094   5   5,41   95   95   95   95   95   95   95   9			Pro	Promoted	Admin. Placed	peod.	Ret	Retained	Total
57       95       3       5         49       83       6       10       4       7         4,879       89       202       4       408       7       5         4,879       89       202       4       408       7       5         4,527       91       257       5       185       4       4         4,588       92       4       8       4       4         4,598       92       4       8       4       4         4,608       94       227       5       82       2       4         4,608       94       227       5       82       2       4         4,608       96       2       4       20       4       4         4,588       96       191       4       20       4       4         300       91       227       4       1,102       4       30	Grac	9	2	Percent	z	Percent	2	Percent	2
49       83       6       10       4       7       5         4,879       89       202       4       7       5         4,879       89       202       4       408       7       5         4,527       91       257       5       185       4       4         46       92       4       8       4       4         4,598       92       260       5       113       2       4         4,608       94       227       5       82       2       4         4,608       96       2       4       20       4         4,588       96       191       4       20       4         300       91       227       4       1,102       4         20,00       91       227       4       1,102       4	*		57	95			ო	ഗ	40
49         83         6         10         4         7         5.           4,879         89         202         4         408         7         5.           56         90         6         10         7         5.           4,527         91         257         5         185         4         4.           4,528         92         4         8         4.         4.           4,508         94         227         5         82         2         4.           4,508         96         2         4         20         4.           300         91         22         4         20         4.           300         91         22         4         20         4.           28,384         96         191         4         20         4         4.		System	5, 184	. 95			294	រភ	5,478
System         4,879         89         202         4         408         7         5.           School         56         90         6         10         4         4.           System         4,527         91         257         5         185         4         4.           School         46         92         4         8         7         4.           System         4,598         92         260         5         113         2         4.           School         49         92         4         8         7         4.           System         4,588         96         27         4         20         4.           School         300         91         22         4         20         4           System         28,384         96         191         4         20         4           System         28,384         93         1,137         4         1,102         4         30	10	School	67	83	9	to	4	7	59
School         56         90         6         10           System         4,527         91         257         5         185         4         4.           School         46         92         4         8         113         2         4.           System         4,598         92         4         8         4.         4.           System         4,608         94         227         5         82         2         4.           System         4,588         96         191         4         20         4.           System         28,384         93         1,137         4         1,102         4         30,		Sys tem		68	202	•	408	7	5,489
System         4,527         91         257         5         185         4         4.           School         46         92         4         8         113         2         4.           School         49         92         4         8         7         4.           School         49         94         227         5         82         2         4.           School         43         96         2         4         20         4         4           School         300         91         22         4         20         4         4           School         300         91         22         7         7         2         4           System         45         96         191         4         20         2         4           System         20         91         130         7         7         2         4	02		56	8	9	to			62
School         46         92         4         8         4.598         4         8         4.598         4         4.598         4         4.598         4         4         4.598         4         4         4.598         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         4         30.         4         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4         30.         4		System	4.527	16	257	ហ	185	•	4,969
System         4,598         92         260         5         113         2         4.           School         49         92         4         8         2         2         4.           System         4,608         94         227         5         82         2         4.           School         43         96         2         4         20         4.           System         4,588         96         191         4         20         4.           System         28,384         93         1,137         4         1,102         4         30.	03	i	46	92	4	60			50
School         49         92         4         8         4.         4.         8         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.         4.		System	4,598	92	260	ß	113	7	4,971
System         4,608         94         227         5         82         2         4.           School         43         96         2         4         20         4.           System         4,588         96         191         4         20         4.           School         300         91         22         7         7         2           System         28,384         93         1,137         4         1,102         4         30.	•	l	49	82	4	60			53
School         43         96         2         4           System         4,588         96         191         4         20         4.           School         300         91         22         7         7         2           System         28,384         93         1,137         4         1,102         4         30,		System	4,608	<b>96</b>	227	ß	83	7	4,917
4,588     96     191     4     20     4.58       300     91     22     7     7     2       28,384     93     1,137     4     1,102     4     30,	\$0	l	43	96	7	*			45
300 91 22 7 7 2 28,384 93 1,137 4 1,102 4 30,		System	4,588	96	191	•	20		4,799
93 1,137 4 1,102 4		School	300	16	22	7	7	2	329
		System	28,384	69	1, 137	•	1, 102	•	30,623



### ATLANTA PUBLIC SCHOOLS



1992-93

## SLATON ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### 1802

# Slaton Elementary School 1992-93 FINAL SCHOOL REPORT

ERIC

Full Text Provided by ERIC

Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	Active enrollment decreased by .9 percent over a three-year period compared to a decrease of 5.3 percent for the system.
	Eighty-nine percent of the pupils were on active roll for seven or more attendance periods compared to 87 percent for the system.
	• The pupil mobility index was .28 which was considerably lower than the .38 for the system.
	Sixty-one percent of the kindergarten pupils had preschool experiences, but 3 first grade pupils had not attended kindergarten.
	• The percentages for pupil and certified staff attendance were higher for the school than for the system from FY '91 to FY '93, and this positive fact was reported last year for the previous three years.

ا ق			
	Critical Questions	_	Findings
ij	Performance-Based Assessment		
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	•	The GKAP capabilities and key indicators showed percentages from 80 to 95 that received "yes" ratings. Within the Communicative Capability, special attention may be needed in the area of Oral Communication.
	B. What was the ending performance of kindergarten students in writing?	•	The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers (Stages 6 and 7) by the end of the year. At the school, 53.8 percent of the kindergarten students were in these two Stages; however, no students were in the higher Stages 8 and 9.
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	•	For fiction matched scores there were 15 percent fewer students in the Lower Adequate/Needs Improvement categories and 14 percent more students in the Excellent/Upper Adequate categories. Middle Adequate gained 2 percentage points.
		•	For nonfiction matched scores there were 4 percent fewer students in the Lower Adequate/Needs Improvement categories and 10 percent more students in the Excellent/Upper Adequate categories; however, there were 7 percent fewer students in the Middle/Adequate category.

# Findings Critical Ouestions

### III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5

In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?

A. Grade 3

Taking into account the standard error (S.E.), the third grade met or exceeded the state goal in the areas of Language Arts/Reading for 1992 and in Mathematics for 1992 and 1993. Additionally, the scores met or exceeded the state goal on the Literal Comprehension and Reference and Study strands in Reading, all Mathematics strands, and the Citizenship and Skills strands in Social Studies for both 1992 and 1993. In 1993, the scores also met or exceeded the state goal on the Life Science strand in Science. The scores did not indicate quality performance in any content area or strand.

Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading, Mathematics and Health for both 1992 and 1993. The scores met or exceeded the state goal on all Reading strands and Mathematics strands for both years. In addition, the scores met or exceeded the state goal on the Process Skills strand in Science for 1993. In Health, the scores met or exceeded the state goal in Nutrition, Growth Development and Family Living (1992); Safety/Personal/Mental Health (1993); and Substance Abuse (1992 and 1993). The scores did not indicate quality performance in any content area for 1992; however, the scores indicated quality performance on the Literal Comprehension and Inferential and Critical Comprehension strands in Reading and the Probability and Statistics strand in Mathematics.

9037

B. Grade 5

ERIC	110

### Critical Ouestions

## IV. Jowa Tests of Basic Skills (ITBS)

Were there changes in reading/mathematics achievement with respect to the following:

- A. Regular-program students?
- B. Students who attended the school for seven or more attendance periods?
- C. The percentage of students scoring within each quadrant?

# Findings From FY '92 to FY '93, the school showed a decrease of 14 for reading and a decrease of 6 for mathematics in the percentage of students at or above national norm. The scores compare to a decrease of 3 in reading and mathematics for

- In comparison to all students tested, those who were enrolled for seven or more attendance periods had higher percentages of students scoring at or above national norm in reading and mathematics.
- students scoring in the lowest quadrant and a decrease in the percentage scoring In both reading and mathematics, there was an increase in the percentage of in the highest quadrant.

### V. Project Results

How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?

- A. Chapter 1 Traditional Program
- B. Remedial Education Program (REP)

- showed a decrease in NCE at grade two, no gain in grade three, and a consider-In the Chapter I reading program at the school from 1992 to 1993, the students able gain at grade five. In the mathematics program from 1992 to 1993, there was a considerable gain in NCE for grade two; a decrease at grades three and four and a gain at grade five.
- The gains for the students in the Remedial Education Program (REP) reading and mathematics were negative except for the fifth grade where there were positive gains in NCE for both subjects.

Findings	Ninty-four percent of the students at the school were promoted compared to 93 percent for the system; 1 percent was administratively placed compared to 4 percent for the system, and 5 percent were retained compared to 4 percent for the system.
Critical Questions	VI. Progression Status  How did the school's progression status compare to that of the system?

1870

PA:sm - SR#64 Department of Research and Evaluation October 19, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 SLATON ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

:						OIFFERENCE	ENCE	
		1990-91	1991-92	1992 - 93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH	SCHOOL ALL ELEMENTARY	34,420	33,791	333	-28 -2,311	-7.8 -6.8	-2,940	e. ?
STA	ACTORS (END OF	YEAR)			SCH	SCHOOL	ALL ELE	ALL ELEMENTARY
•					NUMBER	PERCENT	NUMBER	PERCENT
<del>-</del>	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	INCE PERIODS IDANCE PERIOD	Š		298	88	27498 3982	87 13
4	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO	SCHOOL APS		79 39 88	24 12	9541 3873 . 38	30
ю	PUPIL-TEACHER RATIO				20.8		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	10			0	0	111	0
IJ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				7.1	21	15734	50
	CHAPTER I MATH				26	17	14903	47
	REP READING				09	81	4384	7
	REP MATH				32	0	3768	12
	AFTER-SCHOOL PGM. FOR	R SCHOOL-AGE CHILOREN	CHILDREN		09	81	2028	9
	BILINGDAL				51	15	748	8

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ERIC Fruil Tox t Provided by ERIC

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL ELE	ALL ELEMENTARY
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1	; ; ; ;	! ! !	: : : : :
K-GARTEN - APS PRE-SCHOOL	7	13	291	Ŋ
K-GARTEN - HEAD START	<b>&amp;</b>	15	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	81	33	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	21	38	2391	45
FIRST GRADE - APS K-GARTEN	52	88	4862	06
FIRST GRADE - NON-APS K-GARTEN	•	7	481	O
FIRST GRADE - NO K-GARTEN	6	ហ	9	-
6. PERCENT PUPIL ATTENDANCE:				
1990-91 1991-92		94.7		4.46
1992-93		95.2		94.2
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92		97.4 98.0		97.76
1992-93		97.8		26

ERIC Full Text Provided by ERIC

# Georgia Kindergarten Assessment Program

Capabilities   Percentage Receiving	Overal	Overall Capability	[y		
School System Star 95 93 95 93 95 97 95 94 41 5,325 95,5	pabilities	Percer "	ıtage Rec 7'es" Ratin	eiving Ig	
95 93 95 93 95 94 95 94 41 5,325 95,5		School	System	State	
95 93 95 97 95 94 41 5,325 95,5					I. Co
95 93 95 97 95 94 95 94 41 5,325 95,5	nmunicative	95	93	92	Ā
95 97 95 94 95 94 41 5,325 95,5		30	S C	60	B
95 97 95 94 95 94 41 5,326 95,5	gical-Mathematical	90	99	99	S)
95 94 95,5	Vsical	95	97	96	D.
95 94 95,5					
95 94 41 5,325 95,5	0000	2 22	76	66	11. Lo
95 94 41 5,325	Politai	3	5		
41 5,325	cial	95	94	93	<b>B</b> .
41 5,325					Ċ
	Number Reported	41	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	•
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	86	86	6
B. Processes Auditory Information	06	85	85
C. Communicates Orally	80	16	85
D. Demonstrates Emergent Literacy	93	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	92	06	91
B. Makes Comparisons	93	91	91
C. Knows Numbers 1 to 10	93	93	93
D. Extends Patterns	95	62	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383 104

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet
     recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
  - demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers I to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects

from, top, and bottom

- B. Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking
- IV. PERSONAL CAPABILITY
  - A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
    - unsure regarding the answers
      attempts new activities without undue
    - anxiety or fear
      plays well with other children
  - B. Initiates Independent Activities
    - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
    - makes independent choices during open-ended activities
  - C. Acts Responsibly
    - follows classroom rules
      - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.

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8/18/93

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ATLANTA	STAGE OF WRITING DEVELOPMENT+	END OF KINDERGARTEN	SLATON ELEMENTARY SCHODI
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	SCRIBBLE WRITER	- 2	40.4
STAGE 5: NEW STAGE 6: PHRA	STAGE 5: NEW WORD WRITER STAGE 6: PHRASE/SENTENCE WRITER	2 5	3.8 78.8 8.8
STAGE 7: SIMP	SIMPLE STORY WRITER TOTAL NUMBER	53	25.0

\*BASED ON END-OF-YEAR SAMPLE FILED IN STUDENT'S PORTFOLID AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

## Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

### **Description of Writing Stages**

- Pictographic Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Invented Word Writer Stage 3
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4
- *Copier* Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- **New Word Writer** Stage 5
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Phrase/Sentence Writer Stage 6
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Simple Story Writer Stage 7
- Child's story consists of short related sentences.
- Intermediate Story Writer Stage 8
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation. **Advanced Story Writer**
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes. Stage 9

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

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PAGE

SLATON ELEMENTARY SCHOOL

10/11/93

SCHOOL:

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

-15-

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E:ap 10/5/93

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SLATON ELEMENTARY SCHOOL

	TOTAL		37	37		 40	9		77	77	
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			LEVEL	LEVEL	LEVEL		LEVEL	LEVEL			
					DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

-16-

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

1828

SCHOOL:

### School Content Area Summary

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: SLATON ELEM

School Code: 4566

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light shad	ied area = Si	ate Goal, dari	c shaded area	= Quality Pe	riormance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	165 ±4				****		
Literal Comp	171 ±4				****		
Infer & Crit Comp	157 ±5			*****	••		
Reference & Study	174 ±2				***		
		M = 47			G.=165	Q.P.#156	
MATHEMATICS	170 ±3						
Numbers & Num Rel	173 ±3				***		
Operations & Comp	173 ±3				***		
Geometry	174 ±2				<del>en f</del> en		
Measurement	174 ±2	1			***		
Prob & Stat	186 ±2					4	
PROBLEM SOLVING	170 ±3				***		
		N = 47			.0.=167	Q.P.=192	
SCIENCE	148 ±3		•	***		• •.	
Life Science	163 ±3	ļ			***		Ç.
Earth Science	156 ±2	1		**			
Physical Science	141 ±2	1		**		**	Ţ.
Process Skills	157 ±2			•••	•		
Env/Sci/Tech/Sec	143 ±3			***			
		N = 47			S.S.=167	Q.P.#192	
SOCIAL STUDIES	161 ±3			•	**		
Communities	160 ±3			••	++	•	
Citizenship	169 ±5	1			*****		
American Heritage	160 ±2	1		•	+		
Skills	175 ±3						
		N = 67			s.c.=167	0.P.×192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reeding and Mathematics.

However, your school's scores do not indicate quelity performance in any content area.

† • the school score

\*\*\* \* the standard error (\$.E.)



### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: SLATON ELEM

School Code: 4566

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = Si	tate Goal Dar	k shaded are	a = Quality Perfor	mance
Strand	\$.E.	100	125	150	175	200	225
LANG ARTS: READING	159 ±3			****	••		
Literal Comp	168 ±4	į		•	****		
Infer & Crit Comp	154 ±4	•		****	1		
Reference & Study	169 ±2			•	** **		·
		N = 51		s	G.=165	0.F. x198	
MATHEMATICS	171 ±3						
Numbers & Num Rel	175 ±2		•		1	Signal in the	·
Operations & Comp	178 ±2				, ester	A STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STATE OF THE STA	
Geometry	171 ±2	]			<del> </del> '	ta ta ta ta ta ta ta ta ta ta ta ta ta t	
Measurement	174 ±2				, and an		Y., '
Prob & Stat	187 ±1				•	+	
PROBLEM SOLVING	173 ±2		•		<del>eo ee</del>		
<u> </u>	<u> </u>	N = 51		s	.G.=167	9.P.*152	
SCIENCE *	147 ±2	1		***		100 mm	
Life Science	165 ±2			•	**	i yaki atan ayo xaso Ahiri waxay Yasayi s	
Earth Science	156 ±2	i .		***	•		
Physical Science	142 ±1			•			***
Process Skills	154 ±2			•			
Env/Sci/Tech/Soc	145 ±3			***			
		N = 51		<u>.</u> s	.8.=167	9.7.4192	
SOCIAL STUDIES	157 ±2			** **		4544	144 P.
Communities	157 ±2			***		20 ga 10 a 10 a 10 a 10 a 10 a 10 a 10 a	
Citizenship	166 ±4			•	****	Alle Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence of the Commence	
American Heritege	157 ±2			***	•		
Skills	170 ±3			•	***		
		N = 51		\$	.6.=167	Q.P. #192	•

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the area of Mathematics.

However, your school's scores do not indicate quelity performance in eny content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are seeled separately and are not simple avorages of strand secres.



<sup>† =</sup> the school seers

<sup>\*\*\* =</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

· System Code: 761

School Name: SLATON ELEM

School Code: 4566

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance
Strand	S.E.	100 125 150 175 200 225
LANG ARTS: READING	170 ±6	***********
Literal Comp	185 ±6	· · · · · · · · · · · · · · · · · · ·
Infer & Crit Comp	181 ±9	***************************************
Reference & Study	174 ±3	and the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of the same of th
		N = 41 S.8. #162 6. P. #187
MATHEMATICS	168 ±3	majure
Numbers & Num Rel	170 ±3	
Operations & Comp	165 ±3	
Geometry	167 ±2	****
Measurement	168 ±4	
Prob & Stat	188 ±4	
PROBLEM SOLVING	173 ±4	
	1	M = 48 S.G. =147 G.P. =182
SCIENCE	156 ±2	
Life Science	158 ±1	MAN NA
Earth Science	160 ±2	T
Physical Science	162 ±1	
Process Skills	162 ±3	<b>T</b>
Env/Sci/Tech/Soc	166 ±1	***
Envisci/ recii/ sec	140 11	# \$1 \$.0.+160 0.P.+163
SOCIAL STUDIES	154 ±2	
Geog Regions	155 ±3	***
Canada Hist/Geog		
U.S. pre-1791	No report	Strand contains fower than ten items.
U.S. 1791-1875	1	+
	153 ±1	+
U.S. 1875-1932	163 ±1	+
U.S. 1932-present	163 ±1	+
Skills	151 ±4	****
	1	N = 61 S.G.=178 G.P.=188
HEALTH	177 ±2	***
Safety	No report	Strand contains fewer than ten items.
Nutrition	171 ±1	+
Personal Health	He report	Strand contains fewer than ten items.
Substance Abuse	185 ±2	uniper-
Growth, Dev & Fam	168 ±2	
Mental Health	He report	Strand contains fower than ten items.
		N = 41 S.S.=176 _ 6.P.=198:

Taking into account the standard error (S.E.):

Your school's scores meat or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

Howaver, your school's scores do not indicate quality performance in any content area.



<sup>† =</sup> the school score

ichool Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Neme: SLATON ELEM

School Code: 4566

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.			rea = Quality Performance
LANG ARTS:READING	187 ±5	100 125	<u>150</u> <u>175</u>	200 225
Literal Comp	1			*****
Infer & Crit Comp	205 ±5			*****
	183 ±7		****	***
Reference & Study	183 ±3		•	modere.
		N = 40	<u> </u>	9.P.×187
MATHEMATICS	170 ±3		****	
Numbers & Num Rel	174 ±2		***	
Operations & Comp	171 ±2		**	
Geometry	170 ±1		•	•
Measurement	165 ±4		*****	
Prob & Stat	192 ±3		•	vodjase.
PROBLEM SOLVING	180 ±3		460	<del>  •••</del>
		N = 39	\$.6.=167	9.7.*192
SCIENCE	160 ±3	•	****	·
Life Science	157 ±1		<b>+•</b> '	·
Earth Science	160 ±1		' <del>- -</del>	
Physical Science	166 ±1		' <del>ele</del>	
Process Skills	168 ±3		******	Septembri All
Env/Sci/Tech/Soc	153 ±1		•	
		N = 40	S.C.=168	0.F.=193
SOCIAL STUDIES	158 ±2		***	
Geog Regions	165 ±2		l •• <del> </del> ••	984-14 ( 1907)
Canade Hist/Geog	134 ±0	•		
U.S. pre-1791	163 ±1		+	
U.S. 1791-1875	154 ±1		+•	
U.S. 1875-1932	160 ±2		· · · · · · · · · · · · · · · · · · ·	A A LUI
U.S. 1932-present	161 ±1		**************************************	
Skills	164 ±3		• <del> </del> • ••• <del> •••</del>	
	107 20	N = 39		0.P.=19S
HEALTH	175 ±1	- <del> </del>		Signature in the second
Sfty/Prs/Mntl Hlth	182 ±2		+	
Nutrition	167 ±1			ender ser
Substance Abuse	184 ±1		+	History Alexander
	167 ±1			
Growth, Dev & Fem	10, 11		*	
		N = 39	S.9.=176	Q.P. =19\$

Teking into eccount the stendard error (S.E.):

Your school's scores meet or exceed state goel in the erees of Lenguage Arts: Reeding, Mathematics, and Heelth.

In addition, your school's scores indicate quality performance in the area of Languege Arts: Reeding.

<sup>† =</sup> the school seors

<sup>\*\*\* =</sup> the standard error (S.E.)

Hots: Content Area scores are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +01f*	81 67 85 62	51 62 57 41	51 54 35 29	32 28 45 22	26 26 36 43	51 49 54 40 -14	60 54 54 51 -3	Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +Diff	85 84 81 68	59 80 84 79	53 45 46 42	26 43 41 29	44 30 36 47	55 57 60 54 -6	67 60 59 56 -3
Number Tested	1993	50	51	49	37	42	229	25,856	Mathematics Number Tested	1993	50	48	48	38	43	227	23,687
	Grade	01		03	•	05	School Total	Elem. 1-5 Schools		Grade	01	02	60	40	05	School Total	Elem. 1-5 Schools

1834

\* Difference = 1993 - 1992

SLATON ELEMENTARY SCHOOL

42707

SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*\*

MATHEMATICS

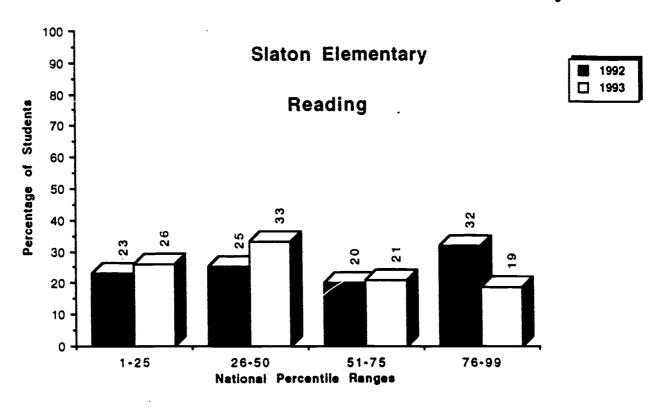
		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
0	46	30	65	46	32	70
05	45	21	47	43	36	84
E0	43	42	28	42	8	43
40	32	80	23	36	=	31
90	33	16	7	39	20	51
SCHOOL TOTAL	208	87	42	206	117	57
ELEMENTARY K-5 SCHOOLS 21,280	3 21,280	11,200	53	21,123	12, 103	57

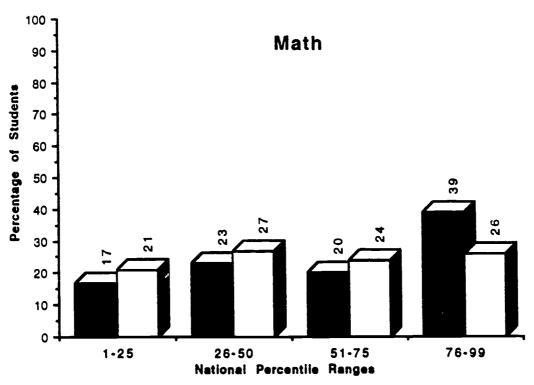
1831

BEST COPY AVAILABLE



### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation-23-A. Pruett/September 1993





		tics	1993	22	37	30	35	
		Mathematics	1992	40	4	37	£	
*			z	S	12	17	<b>7</b>	
Wo Years								
sults ains ts for T								
Chapter I Results Mean NCE Gains h ITBS Results for	School							
Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years*			Gain	-7		- 5	7	
Students		<b>a</b> .	1993	33	36	36	31	
		Reading	1992	Ç	36	38	11	
			z	တ	21	91	Ξ	
			_	SWP	SWP	SWP	SWP	
			Grade	O2 Non SWP	03 Non SWP	04 Non SWP	05 Non SWP	
			U	02	03	9	02	

Gatn

5 4 -7

	tics	1993	9	47	38	32	37	38	39	45
	Mathematics	1992	39 46	36	33	34	35	32	34	34
		z	476	464	556	44	670	732	747	828
System										
		atn	က	4	-	വ	•	9	9	თ
	ing.	1992 1993	35 38	39	35	38	38	42	9	45
	Read	1992	35	35	34	33	34	36	34	36
		z	589	574	783	791	738	827	764	889
		•	02 Non SWP		SWP		SWP		SWP	
		Grad	Non	SWP	<b>8</b>	SWP	Non	SWP	Non	SWP
		-	6	05	8	03	2	9	05	02

Gain

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Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

		Gain	=	-26	-17	ო				Gain	4	6-	N	9
	tics	1993	24	14	23	46			atics	1993	43	34	37	<b>Q</b>
	Mathema	1992	26	67	9	<b>4</b> 3			Mathema	1992	39	37	35	34
		z	9	Ξ	4	4				z	681	707	954	866
School								System						
		Gatn	-24	- 30	<b>ნ</b>	g				Gain		8	•	7
	g.	1993	17	36	31	7			ing	1993	36	32	38	42
	Read	1992	<b>=</b>	99	40	35			Read	1992	36	33	32	32
		z	65	15	o	7				z	857	983	1062	1055
		Grade	05	03	8	05				Grade	05	03	8	02
	School	School School Reading Mathematics	School	School   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   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Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematics   Mathematic	N   1992   1993   Gain   N   1992   1993	N   1992   1993   Gain   N   1992   1993     8   41   17   -24   6   56   42     9   40   31   -9   40   23     14   35   41   6   4   43   46	N   1992   1993   Gain   N   1992   1993     8   41   17   -24   6   56   42     15   66   36   -30   11   67   41     9   40   31   -9   4   40   23     14   35   41   6   4   43   46	N   1992   1993   Gain   N   1992   1993	Nathematics   Nathematics   Nathematics     Nathematics   1992   1993   Gain   Nathematics     Nathematics   1992   1993   1993   1993   1993     Nathematics   Nathematics   Nathematics   Nathematics     Nathematics   Nathematics   Nathematics   Nathematics     Nathematics   Nathematics   Nathematics   Nathematics     Nathematics   Nathematics   Nathematics   Nathematics     Nathematics   Nathematics   Nathematics   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  707   37   34     1992   1993   1993   1993   1993     10   10   10   10   10   10     11   12   12   12   10     12   12   12   12   12     13   35   35   2   707   37   34     14   35   43   43     15   15   15   15     15   15   15	N   1992   1993   Gain   N   1992   1993

-25-

Scores for students in the Program for Exceptional Children are excluded

1992-93 Progression Status Report

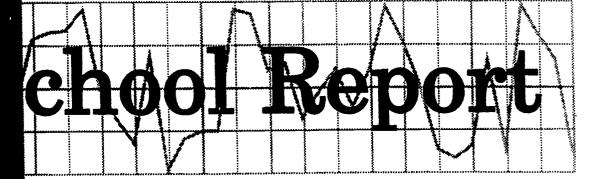
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Grades

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1,137	66	System 28,384

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### ATLANTA PUBLIC SCHOOLS



1992-93

### D. H. STANTON ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### D. H. STANTON ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Polly Addy, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
1. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• Active enrollment decreased by 12.4 percent over a three-year period compared to a decrease of 5.3 percent for the system.
•	• Eighty-four percent of the pupils were on active roll seven or more attendance periods compared to 87 percent for the system.
	<ul> <li>The pupil mobility index was .58 which was much higher than .38 for the system.</li> </ul>
	• 1992-93 was the first year for implementation of the schoolwide Chapter I project based on a plan submitted by the staff for serving the needs of the entire population using Chapter I resources.
	<ul> <li>Fifty-three percent of the kindergarten pupils had from zero to 6 months of preschool experiences.</li> </ul>
	• The percentages for pupil attendance at the school have been lower than those for the system from FY '91 to FY '93.
	• There was a slight increase in the percentage for certified staff attendance at the school from FY '92 to FY '93; however, the percentages for attendance at the school have been lower than those for the system from FY '91 to FY '93.
II. Performance-Based Assessment	
A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP average capabilities showed percentages from 84 to 94 that received "yes" ratings and from summary data these appear to be correct; however, for the Structured Assessment Activities the summary data show that the appropriate information was not recorded for approximately 13 percent of the students. It is suggested that a study be made of the Student Performance Rosters to determine which students
₩ % <b>+</b>	
04.07	7.531

<u> </u>	Critical Questions	Findings
=	I. Performance-Based Assessment (contd.)	
	B. What was the ending performance of kindergarten students in writing?	• The majority of kindergarten students systemwide were either Phrase/Sentence or Simple Story Writers (Stages 6 and 7) by the end of the year. At the school 42.2 percent were in these two stages and 12.3 percent were in the higher Stages 8 and 9.
	C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• For fiction matched scores there were 12 percent fewer students in the Lower Adequate/Needs Improvement Categories and 14 percent more students in the Excellent/Upper Adequate Categories.
		• For nonfiction matched scores there were 18 percent fewer students in the Lower Adequate/Needs Improvement Categories and 11 percent more students in the Excellent/Upper Adequate Categories. Middle Adequate gained 8 percentage points.
	III. Georgia Curriculum Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
	A. Grade 3	• Taking into account the standard error (S.E.), the third grade scores met or exceeded the state goal in the areas of Language Arts/Reading (1992) and the Mathematics (1992 and 1993). In addition, the scores met or exceeded the state goal on the Literal Comprehension and Reference and Study strands in Reading and all six strands in Mathematics (1992 and 1993); the Life Science strand in Science (1992); and the Citizenship and Skills strands in Social Studies (1992 and 1993). The school's scores did not indicate quality performance in any content area or strands.
	1848	6₽8I

	Critical Questions	Findings
<b>=</b>	Georgia Curriculum Based Assessment Program · (1992 and 1993 Data) Grades 3 and 5 (contd)	
	B. Grade 5	• Taking into account the standard error (S.E.), the fifth grade scores met or exceeded the state goal in the areas of Language Arts/Reading (1992 and 1993) and Health (1992). Additionally, the scores met or exceeded the state goal on all three Reading strands (1992); two of the three Reading strands (1993); four of the six Mathematics strands (1993); the Substance Abuse strand in Health (1992 and 1993); and the Safety/Personal/Mental Health strand in Health (1993). The school's scores did not indicate quality performance in any content area; however, the scores did indicate quality performance on the Literal Comprehension strand in Reading (1993).
18	Iowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	• From FY'92 to FY'93, the school showed no increase in reading and a decrease of 3 for mathematics in the percentage of students at or above the national norm.
	B. Students who attended the school for seven or more attendance periods?	<ul> <li>In comparison to all students tested, those who were enrolled for seven or more attendance periods had percentages of students at or above national norm that were slightly lower in reading and mathematics.</li> </ul>
	<ul><li>C. The percentage of students scoring within each quadrant?</li></ul>	• There was an increase from FY'92 to FY'93 in the percentage of students in the lowest quadrant and a slight decrease in the percentage for the highest quadrant in reading; however, there was a slight decrease in the percentage for the lowest quadrant and a slight increase in the percentage for the highest quadrant in mathematics.
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		1001

	Findings			<ul> <li>There were decreases in the NCE for the Chapter I Schoolwide Project reading and mathematics in all grades except grade five.</li> </ul>	<ul> <li>The students in the REP reading showed decreases in NCE for all grades except grade five where the NCE remained the same. In mathematics, there were losses in NCE for grades two and three, the NCE in grade three remained the same, and grade five showed a gain of 7 in NCE.</li> </ul>		<ul> <li>Ninety-six percent of the students at the school were promoted compared to 93 percent for the system; I percent was administratively placed compared to 4 percent for the system and 4 percent were retained compared to 4 percent for the system.</li> </ul>	
ERIC	Critical Questions	V. Project Results	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	A. Chapter I - Schoolwide Program	B. Remedial Education Program (REP)	VI. Progression Status	How did the school's progression status compare to that of the system?	••

R&E/PA:If October, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grade 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



-5-

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 STANTON, D. ELEMENTARY SCHOOL

## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

!	0 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH	SCHOOL ALL ELEMENTARY	647	566 33,791	567	-2,311	. 9. 8. 9.	-80 -2,940	-12.4
STA	(END OF	YEAR)			SCHOOL		ALL ELE	ALL ELEMENTARY
					NUMBER	PERCENT	NUMBER	PERCENT
<b>-</b>	1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	NACE PERIODS DANCE PERIOD	Š		474 93	8 48 16	27498 3982	13
%	PUPIL TRANSFERS: NUMBER/PERCENT OF PUF NUMBER/PERCENT OF PUF MOBILITY INDEX	NEW TO NEW TO	SCHOOL APS		234 120 . 58	42	9541 3873 .38	30
က်	PUPIL-TEACHER RATIO				24.7		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	40			∞	-	===	0
Ŋ.	PUPILS IN PROJECTS:							-
	CHAPTER I READING				267	<b>6</b>	15734	20
	CHAPTER I MATH				267	<b>6</b>	14903	47
	REP READING				104	81	4384	7
	REP MATH				83	15	3768	12
	SPECIAL INSTRUCTIONAL	L ASSISTANCE			46	17	1083	ო
	BILINGUAL				-	0	748	a

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08/06/93 STANTON, D. ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

ن ن	STAFF/SCHOOL FACTORS (END OF YEAR)		SCH00L	ALL ELE	ALL ELEMENTARY
		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	; ; ;	:	! !	:
	K-GARTEN - APS PRE-SCHOOL	9		291	ស
	K-GARTEN - HEAD START	•	ĸ	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	31	35	2257	7
	K-GARTEN - MO PRE-SCHOOL TO 6 MONTHS	47	23	2391	<b>4</b>
	FIRST GRADE - APS K-GARTEN	7.7	76	4862	06
	FIRST GRADE - NON-APS K-GARTEN	a	ო	481	σn
	FIRST GRADE - NO K-GARTEN	0	0	09	-
	6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		93.6 93.1		4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
	7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1892-93		95.9 96.1 26.2		97.2 97.4 97.8

-8-



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# Georgia Kindergarten Assessment Program

			-i					
	ing 6	State	92	93	96	92	93	95,915
Overall Capability	Percentage Person "Yes" Rasing	System	93	93	97	94	94	6,325
	Percen	School	98	84	06	94	28	93
	Capabilities	•	I. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	V Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	LL	86	65
B. Processes Auditory Information	02	92	65
C. Communicates Orally	92	91	92
D. Demonstrates Emergent Literacy	09	06	88
II. Logical-Mathematical	1000		333
A. Sorts Sets of Objects	92	06	91
B. Makes Comparisons	72	91	91
C. Knows Numbers 1 to 10	75	93	93
D. Extends Patterns	63	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383:104 -9-



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts recognizes similarities/differences in colors, shapes, letters\*, and words
- interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
    discriminates similarities/differences in
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
    - relates experiences
    - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\* recognizes numerals from 0 to 104
  - matches numerals to sets of 10 or less
- **D. Extends Patterns** 
  - continues simple patterns by color\*, shape\*. size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- **B.** Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking
- IV. PERSONAL CAPABILITY A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers

    attempts new activities without undue
  - anxiety or fear
    plays well with other children

  - B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
    - is student-focused (such as learning centers)
    - makes independent choices during open-ended activities
  - C. Acts Responsibly follows classroom rules

    - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.



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06

TOTAL NUMBER

0 L S	P									
S C H O O	NUMBER		•	•	13	1.1	48	20	រ រ	ф
A T L A N T A P U B L I C S C H STAGE DF WRITING DEVELOPMENT* END OF KINDERGARTEN - 1993 STANTON, D. ELEMENTARY SCHOOL		PICTOGRAPHIC WRITER	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	INTERMEDIATE STORY WRITER	ADVANCED STORY WRITER
ASTAN		₩ ₩	E 2:	Э:	т 4	ιυ ::	9 9	JE 7:	 88 yy	6
		STAGE	STAGE	STAGE	STAGE	STAGE	STAGE	STAGE	STAGE	STAGE

3.3

PERCENT

42734

18.9

14.4

20.0

22.2

5.6

6.7

1883

\*BASED ON FND OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLTO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE.

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Stage 1

*Pictographic Writer* Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Co*pier* Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Advanced Story Writer Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

STANTON, D. ELEMENTARY SCHOOL SCHOOL:

10/11/93

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								ADEQUATE	ATE			2000	ý	
				EXCELLENT	ENT	UPPER	ER	MIDDLE		LOWER		IMPROVEMENT	MENT	TOTAL
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	PRETEST	LEVEL	8	7	က	16	23	50	29	Ξ		21	30	70
	POSTTEST	LEVEL	10	91	23	25	36	50	29	9	6	ო	4	70
	DIFFERENCE	LEVEL	8	7	20	6	13	0	0	ស		- 18	-26	
	PRETEST	LEVEL	က	8	ო	ō	7	22	31	4	50	22	31	70
	POSTTEST	LEVEL	ო	4	9	<b>œ</b>	=	<del>6</del>	<b>5</b> 6	16	23	24	34	70
	DIFFERENCE	LEVEL	ო	а	ო	7	ဗ	7	ဏ	8	က	N	ო	
	PRETEST	LEVEL	4	8	ო	7	5	12	8	17	25	30	4	68
	POSTTEST	LEVEL	4	<b>œ</b>	42	7	21	49	28	9	on:	21	31	<b>89</b>
	DIFFERENCE	LEVEL	4	9	თ	7	Ξ	7	ç	<del>-</del>	- 16	<b>6</b>	- 13	
-1	PRETEST	LEVEL	ស	0	0	ო	ហ	თ	5	15	25	33	52	9
3-	POSTTEST	LEVEL	ໝ	-	8	-	8	က	ស	7	23	+	68	9
•	DIFFERENCE	LEVEL	ស	-	8	7	٠ و	9-	- 10	7	7	α)	13	
				9	2	36	6	63	24	57	21	106	04	268
				50	-	4	<u> </u>	9	22	42	16	89	33	268
				73	က	2	ស	e P	7	- 15	ស្ន	-17	-7	

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### ERIC Full feet Provided by ERIC

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

R&E: ap 10/5/93 C007

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS	7	
SURVEY	RIBUTION	MOTTOTE
READING	PERFORMANCE CATEGORY DISTRIBUTION	MATCHED DESIGN TO SOD MON-GICTION
MODIC !	CATEGO	TO EL
IAGE PER	RMANCE	VIEN DEC
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65

PAGE

STANTON, D. ELEMENTARY SCHOOL

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		•	• •	4	2	ល	D.				
		-	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL				
		1001	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE				

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

SCHOOL:

#### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: STANTON,D H ELEM

School Code: 5066

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/ Strand	Score/	Light shad	ied area = S	tate Goal, dari	k shaded an	ea = Quality Perfor	mance
Suand	<b>\$.</b> E.	100	125	150	175	200	225
LANG ARTS: READING	165 ±2				***		
Literal Comp	174 ±3	ł			1 ****{***		
Infer & Crit Comp	161 ±3	1		***	, <del> </del>		
Reference & Study	172 ±1	]		~ '	•+•		
		N = 75		s.	9.=165	0.7.2136	
MATHEMATICS	174 ±2				***		<del></del>
Numbers & Num Rel	176 ±2				, ***		
Operations & Comp	177 ±2				****		
Geometry	175 ±1				4-		
Measurement	178 ±2				, enjes	,	
Prob & Stat	188 ±1				•	+	
PROBLEM SOLVING	171 ±2	ĺ			***	•	
	<del> </del>	M = 75			8.=167	Q.P.#152	
SCIENCE	149 ±2		_	***			
Life Science	165 ±2				**		
Earth Science	156 ±2			***	·	·	
Physical Science	140 ±1			+			
Process Skills	157 ±1			+	/		
Env/Sci/Tech/Soc	146 ±3			***			
<del></del>		M = 75			8.=167	A.P.#152	
SOCIAL STUDIES	160 ±2			•••	••		
Communities	160 ±2			•••	••		
Citizenship	169 ±3				••••	•	
American Heritage	159 ±2			***	•	1.0	
Skills	172 ±3				***	• .	
	1	M = 75		S.	8.=167	G.P.=192	

Taking into account the standard error (S.E.):

Your school's scores meet or excued state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

1873

† \* the school score
\*\*\* \* the standard error (S.E.)



#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: STANTON,D H ELEM

School Code: 5066

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = S	tate Goal Dari	k shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	160 ±2			•••	,,		
Literal Comp	168 ±3	1		·	***	•	
Infer & Crit Comp	156 ±3	ļ		***	•		
Reference & Study	170 ±1			ı	a <del>j</del> a	•	
· -		N = 88		s.	G.×165	0.F.=196	
MATHEMATICS	169 ±2				***		
Numbers & Num Rel	173 ±2				****		
Operations & Comp	175 ±2				, 	1.30	•
Geometry	171 ±1				,		,
Measurement	175 ±2				, <del> </del>		
Prob & Stat	187 ±1	1			•	obstantia	
PROBLEM SOLVING	168 ±2		•		estas .		
		N = 88		s.	G.=167	0.P.×192	
SCIENCE *	146 ±2	ł		***		alle de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie de la companie d	
Life Science	165 ±1			:	+		
Earth Science	157 ±1	İ		++	•		•
Physical Science	143 ±1	1		•••			
Process Skills	153 ±1			•			· .
Env/Sci/Tech/Soc	147 ±3			***		100 F	
		N = 87		<u></u>	G.=167	Q.P. x152	
SOCIAL STUDIES	157 ±2			•••			-
Communities	158 ±2			•• ••			
Citizenship	166 ±3				***		٠.
American Heritage	158 ±1			+	•		
Skills	165 ±2			·	**	A PROPERTY OF STATES	
		N = 86		\$.	.G.=167 _	0.7.*192	

Taking into account the stendard error (S.E.):

Your school's scores meet or exceed state goal in the aree of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increesed weighting on Process Skills

Mote: Content Area secres are scaled separately and are not simple averages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

· System Code: 761

School Name: STANTON,D H ELEM

School Code: 5066

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance
Strand	S.E.	100 125 150 175 200 225
LANG ARTS:READING	162 ±3	****
Literal Comp	180 ±4	anniferta.
Infer & Crit Comp	159 ±4	********
Reference & Study	171 ±2	1
		N = 68 S.B. 2162 B.F. 2187
MATHEMATICS	160 ±2	***
Numbers & Num Rel	167 ±2	•••
Operations & Comp	160 ±2	*****
Geometry	167 ±1	<b>+</b>
Measurement	163 ±3	needon .
Prob & Stat	182 ±3	arrifus.
PROBLEM SOLVING	167 ±3	******
		H = 71 S.G. 9167
SCIENCE	150 ±1	+
Life Science	158 ±1	+
Earth Science	156 ±1	***
Physical Science	160 ±1	•
Process Skills	154 ±2	***
Env/Sci/Tech/Sec	146 ±0	† '
		N = 71 3.0.0168 0.P.0195
SOCIAL STUDIES	148 ±1	+
Geog Regions	149 ±2	****
Canada Hist/Geog	No resert	Strand centains fower than ten items.
U.S. pre-1791	161 ±1	+
U.S. 1791-1875	152 ±0	<b>,</b> '
U.S. 1875-1932	159 ±1	' <b>+</b>
U.S. 1932-present	159 ±1	+
Skills	147 ±3	100
J. 2.0.0		N = 71 S.R.+178 R.P.+188
HEALTH	169 ±2	***
Safety	No report	Strand centains fower than ten items.
Nutrition	166 ±1	*
Personal Health	No report	Strand contains fower than ten items.
Substance Abuse	182 ±2	
Growth, Dev & Fam	165 ±1	•
Mental Health	No report	Strand contains fower than ten items.
wanter waartu	1	H = 71 S.B.=176 B.P.=398

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any centent area.

† - the school score



#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: STANTON,D H ELEM

School Code: 5066

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded area	= State Goal Dark shade	ed area = Quality Perfo	rmance
Strand	S.E.	100 125	150	175 200	225
LANG ARTS:READING	164 ±3		***		
Literal Comp	186 ±4	ļ	,	****	
Infer & Crit Comp	151 ±5		**********	•	
Reference & Study	176 ±2		ı	10=	
		N = 74_	S.9.×162	•	
MATHEMATICS	163 ±2		*****		
Numbers & Num Rel	168 ±1		, • <del>†•</del>		•
Operations & Comp	166 ±2	1	1 ••∤••	•	
Geometry	166 ±1		•		
Measurement	164 ±3		••••	• .	
Prob & Stat	188 ±2		i	e <del>sjes</del> za	
PROBLEM SOLVING	172 ±2		ومنا	<del> </del>	
	L	N = 74		7 <u>9.2.*192</u>	
SCIENCE	152 ±1		+		
Life Science	157 ±1				
Earth Science	157 ±1				
Physical Science	164 ±0		1		
Process Skills	158 ±2		i •• <del> ••</del>		
Env/Sci/Tech/Soc	150 ±1		•••		-
		N = 74	—————————————————————————————————————	e 9.P.=193	
SOCIAL STUDIES	148 ±1		*	***	
Geog Regions	160 ±1		· · · · · · · · · · · · · · · · · · ·		<u>:</u> -
Canada Hist/Geog	134 ±0		+		
U.S. pre-1791	162 ±1		·••		
U.S. 1791-1875	150 ±1		•	2 de 1	
U.S. 1875-1932	154 ±1				•
U.S. 1932-present	157 ±1		-t- +•		
Skills	149 ±3		•••		
~~~~ <b>~</b>		N = 74		'¢ 0.P.±±9≤	
HEALTH	165 ±1	1		W	
Sfty/Prs/Mnt1 H1th	1		•	<b>+</b>	•
Nutrition	165 ±1		_	The state of the s	
Substance Abuse	179 ±1		•†•	ele distribution	
Growth, Dev & Fam	165 ±1		ـاــ	T V	
OLUMNIA NEV E FEM	TI CO	N = 73	↔ S.G.=17	70 Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

Note: Content Area scores are scoled separately and are not simple averages of strand scores.



<sup>† =</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

Iowa Tests Df Basic Skills (Regular Program Students Tested)

Reading

Percent At/Above National Norm(NP=50)	*Diff							e.
00ve	1993	61	32	=	21	32	32	51
int At/At	1992	52	22	‡			32	4
Perce	1991	52	56	19	23	30	30	54
	1990	52	47	57	8	31	84	09
Number Tested	1993	87	7.7	88	78	75	405	23,856
	Grade	01	02	03	90	05	School Total	Elem. 1-5 Schools

10
O
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•
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ب
•

Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 *Diff	74 63 55 70	73 63 40 38		54 40 30 29		62 47 43 40 -3	67 60 59 56 -3	
Number Tested	1993	98	77	65	78	75	Total 381	5 Schools 23,687	
	Grade	0	02	03	9	05	School Total	Elem. 1-5 Schools	

3:87

\* Difference = 1993 - 1992

10/06/93

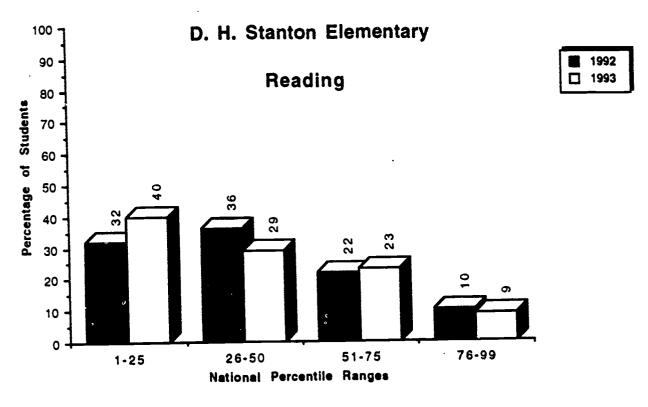
ERIC Full Text Provided by ERIC

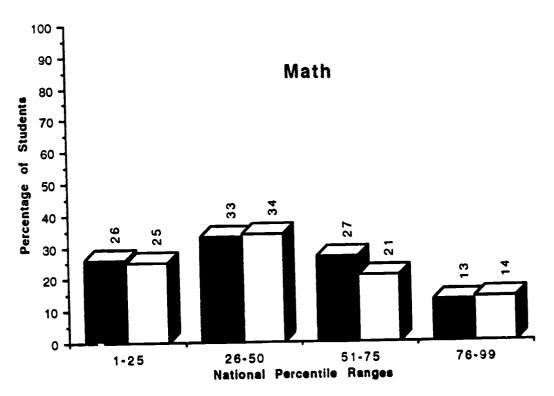
iowa tests of Basic Skills and/or tests of achievement and proficiency
(only pupils who attended the school for seven or more attendance periods in 1992-93)
+\*Does not include special education or bilingual students\*\*

READING

GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
į	ď	38	9	62	45	73
5	3 6	3 -	2 6	63	23	37
02	2	7	3 :	e C	5	21
03	6/	י ת	- 6	9	50	30
4 4 50	99 70	22	3 + 6	0,	. 25	36
SCHOOL TOTAL	341	105	31	319	125	33
ELEMENTARY K-5 SCHOOLS 21,280	DLS 21,280	11,200	53	21,123	12, 103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







**€**003

STANTON, D. ELEMENTARY SCHOOL 10/06/93

ERIC
Full Text Provided by ERIC

Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years\*

School

Mathematics	1992 1993	25 38 32 -6	34 30	40 36	31 37		Mathematics		476 39 46 7							858 34 42 8
						System										
									၉							
1 ng	1992 . 1993	31	29	32	37		utng	1993	35 38	39	32	38	38	42	0	45
Read	1992	36	33	37	36		Read	1992		35						
	z	23	9		55			z	P 589	574	P 783	791	p 738	827	P 764	889
	Grade	O2 SWP	O3 SWP	O4 SWP	OS SWP			Grade	02 Non SWI	O2 SWP	03 Non SW	O3 SWP	04 Non SWP	O4 SWP	OS Non SWP	OS SWP

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

;

O/06/93 STANTON, D. ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years\*

School

		Reading	<b>5</b>			Mathema	atics	
Grade		1992 1993		Gain	z	1992 1993	1993	Gain
07	11	36		9-	17	=	29	-12
03		29		e.	21	32	25	- 10
3		36		£.	4	32	35	
90		32	32		17	25	32	7
				Systes				
		Readi	ğ			Mathem	atics	
Grade	z	1992		Gatn	z	1992	1993	Gain
00	857	36 36			681	68 1 39 43	43	4
03	983	33		2	707	37	34	e-
8	1062	35		•	954	32	37	a
05	1055	35		7	866	8 8	9	ø

\* Scores for students in the Program for Exceptional Children are excluded



8/04/93 D. H. STANTON ELEMENTARY SCHOOL

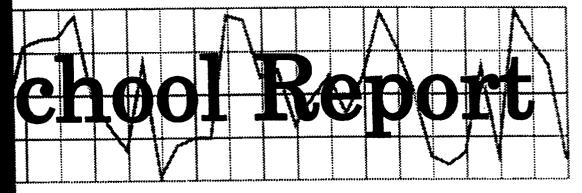
1992-93 Progression Status Report

Grades K - 5

Total	z	63	5,478	95	5,489	18	4,969	88	4,971	61	4,917	75	4,799	512	30,623
Retained	Percent		S.	1	7	10	•	6	2	<b>-</b>	2			4	. ▼
Retä	z		294	•	408	60	185	89	113		82		20	18	1,102
ced	Percent				7		ហ	3	2		5	ю	<b>*</b>	•	•
Admin. Placed	z				202		257	က	260		227	2	191	S	1,137
Promoted	Percent	<b>6</b>	95	66	68	06	16	88	92	66	94	16	96	96	66
Pro	z	93	5,184	46	4,879	73	4,527	78	4,598	78	4,608	73	4,588	489	28,384
		School	System	School	System	School	System	School	System	Schoo1	System	Schoo 3	System	Schoo1	System
	Grade	<b>¥</b>		01		. 02		03		40		90			



#### ATLANTA PUBLIC SCHOOLS



1992-93

## F. L. STANTON ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



## 1890

## F. L. STANTON ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	• At the end of the third year as a K - 3 school, the enrollment at F. L. Stanton stabilized at 354 students.
	• Staff/School factors in 1993 were characterized as follows:
	<ul> <li>About 100 new students entered the school.</li> <li>Stable active roll was 92 percent.</li> <li>Low student mobility of .14 was lower than .38 for students systemwide.</li> <li>Average class size was 22 students.</li> <li>The majority of the kindergarten students attended the preschool program operated by the school.</li> <li>All of the first grade students had kindergarten experience.</li> <li>Student attendance (96 percent) was higher than the average for students systemwide (94 percent).</li> <li>Staff attendance (97 percent) was the same as for teachers systemwide.</li> </ul>

Critical Questions		Findings
II. Performance-Based Assessment		
		<ul> <li>The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.</li> </ul>
<ul> <li>A. Do any of the Georgia Kindergarten Assessment         Program (GKAP) capabilities or key indicators         suggest a need for attention?     </li> </ul>	ey indicators	The GKAP assessed performance on structured assessment activities and behavioral observations about the capabilities of the 69 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (94 percent), Logical/Mathematical (94 percent), Physical (99 percent), Personal (91 percent), and Social (94 percent). A range of 86 to 96 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical. Fourteen percent of the students needed further development in oral communication and for creating and extending simple patterns.
B. What was the ending performance of kindergarten students in writing?	of kindergarten	The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 70 students showed the following number of students in each stage of writing development: Pictographic Writer (3), Scribble Writer (0), Invented Word Writer (5), Copier (12), New Word Writer (12), Phrase/Sentence Writer (19), Simple Story Writer (7), Intermediate Story Writer (10), and Advanced Story Writer (2). The majority of the students advanced beyond the four beginning stages of writing development. Ten students were intermediate story writers and two were advanced story writers at the end of the year.
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	etest to the posttest eading Survey?	• Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.
1891		1892

D	
Critical Questions	Findings
II. Performance-Based Assessment	
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• For the fiction reading selection, grades 2, 4, and 5 improved their performance from Needs Improvement to the Adequate and Excellent categories.
(continued)	<ul> <li>Fourth and fifth grade students demonstrated improved performance from pretest to posttest for the nonfiction reading selection. An additional 20 percent of the students ended the year with Adequate or Excellent performance.</li> </ul>
	(This report included students who had results for both pretest and posttest, and did not reflect the total number of students for each grade level.)
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	• The Georgia Curriculum-Based Assessment Program measured process and application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science and Social Studies in grades 3, 5 and 8. The content area of Health was tested in grades 5 and 8. Each content area consisted of strands or subsets of related items.
	<ul> <li>The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were pro- vided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).</li> </ul>
1893	• For Grade 3, performance met or exceeded the State Goal for all four of the content areas in 1992; Language Arts/Reading, Mathematics, Science and Social Studies. In 1993, performance was maintained at the State Goal level for all content areas except Science. However, the Life Science and Earth Science strands were at State Goal.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
B. Grade 5	For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal for the content areas of Language Arts/Reading and Health. The Language Arts Literal Comprehension strand was at Quality Performance for both years. Additionally, the performance of students was at the State Goal for Mather arics Number Relations, Probability and Statistics, and Problem Solving for both years. The scores for the Geometry and Measurement strands were at State Goal for 1993.
IV. Iowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	• F. L. Stanton's students maintained the achievement scores above the national norm for mathematics from 1990 to 1992 and for reading in 1991 and 1992.  The percentages scoring at or above the national norm in 1991 - 92 were 50 for reading and 62 percent for mathematics.
	<ul> <li>Total school performance on the ITBS for 1993 increased from 50 to 58 percent in reading and decreased from 62 to 60 percent in mathematics. Gradelevel data for the percentages scoring at or above the national norm for 1993 showed the following:</li> </ul>
1895	Grade 1 - 88 percent for Reading; 94 percent for Mathematics Grade 2 - 50 percent for Reading; 61 percent for Mathematics Grade 3 - 42 percent for Reading; 35 percent for Mathematics Grade 4 - 41 percent for Reading; 43 percent for Mathematics Grade 5 - 59 percent for Reading; 56 percent for Mathematics

	Critical Questions		Findings	
≥	. Iowa Tests of Basic Skills (ITBS)			т
	Were there changes in reading/mathematics achievement with respect to the following? (continued)			
	B. Students who attended the school for seven or more attendance periods?	Ninety-one percent of S school for seven or mor The achievement for thi for the total grade level scores at or above the n percentage point below	Ninety-one percent of Stanton's students remained stable in enrollment at the school for seven or more of nine attendance periods (140 or more of 180 days). The achievement for this stable group was not appreciably different than that for the total grade levels. Overall, the percentage of stable students earning scores at or above the national norm in reading and mathematics was one percentage point below that for the total group tested.	
	C. The percentage of students scoring within each quadrant?	The 1992 and 1993 comparison of scores is reflected the increase in reading achievement the two higher percentile ranges (51 to 99) in the percentile range of 76 to 99 increase percent in the percentile range of 51 to 75.	The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading achievement as more students earned scores in the two higher percentile ranges (51 to 99). Whereas for mathematics, scores in the percentile range of 76 to 99 increased by 6 percent but decreased by 8 percent in the percentile range of 51 to 75.	
>	. Project Results			
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?			
	A. Chapter 1 - Schoolwide Project	F.L. Stanton implemer made the following NC	F.L. Stanton implemented a Schoolwide Chapter I project in which students made the following NCE gains from 1992 to 1993:	
	(or) A. Chapter 1 - Traditional Program	Grade 2 - loss of 5 NCl Grade 3 - 6 NCE gains Grade 4 - 5 NCE gains Grade 5 - 11 NCE gain	Grade 2 - loss of 5 NCE points for Reading; 1 NCE gain for Mathematics Grade 3 - 6 NCE gains for Reading; loss of 7 NCE points for Mathematics Grade 4 - 5 NCE gains for Reading; maintained 39 NCE for Mathematics Grade 5 - 11 NCE gains for Reading; 8 NCE gains for Mathematics	
	1897	Systemwide, students it of 9 NCE points for rea	Systemwide, students in Schoolwide Chapter I Project schools made gains of 4 to 9 NCE points for reading and 1 to 11 NCE points for mathematics.	7

-5-

Critical Questions	Findings
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets? (continued)	
B. Remedial Education Program (REP)	<ul> <li>REP students in fifth grade recorded achievement gains for both reading and mathematics and fourth grade students maintained the 45 NCE score for mathe- matics. The mean NCE scores for the other grades were not maintained from 1992 to 1993.</li> </ul>
	<ul> <li>Systemwide, REP students in grades 3 through 5 made achievement gains for reading and mathematics. The second grade reading NCE score of 36 was maintained and third grade lost 3 NCE points for mathematics.</li> </ul>
VI. Progression Status  How did the school's progression status compare to that	Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.
of the system?	<ul> <li>A range of 91 to 99 percent of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and 97 percent were promoted. Two students were retained.</li> </ul>
	• The Progression Status Report for 1992 - 93 showed that 99 percent of F. L. Stanton's students were promoted, and four students were retained. Last year in 91 - 92, 97 percent were promoted, three students were administratively placed and six students were retained.
	<ul> <li>Systemwide progression status for 1993 showed that 93 percent of the 28, 384 elementary students were promoted, 4 percent were administratively placed and 4 percent were retained.</li> </ul>

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### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

#### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

#### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

#### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

#### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



#### Elementary School (continued)

#### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

#### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

#### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



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08/06/93 STANTON, F. ELEMENTARY SCHOOL

ERIC Full Text Provided by ERIC

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)
PRE-K (APS PRE-SCHOOL)

B. ACTIVE ENROLLMENT (END OF YEAR)

:						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCF	SCHOOL ALL ELEMENTARY	34,420	33, 791	31,480	23 -2,311		-2,940	- 51 . 3
STA	STAFF/SCHOOL FACTORS (END OF	YEAR)			SCHOG	ספר	ALL ELE	ALL ELEMENTARY
1 1	E				NUMBER	PERCENT	NUMBER	PERCENT
÷	1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS NDANCE PERIOD	Ñ		322	- 0	27498	 87 13
લં	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO NEW TO	SCHOOL APS		88 0 1 4 -	23	9541 3873 .38	12 30
ю	PUPIL-TEACHER RATIO				22.1		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	<u>ν</u>			<b>9</b>	8	111	0
Ġ.	PUPILS IN PROJECTS:							
	CHAPTER I READING				354	<u>\$</u>	15734	20
	CHAPTER I MATH				354	<u>§</u>	14903	47
	REP READING				9/	21	4384	<b>-</b>
	REP MATH				7.1	20	3768	12
	AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	IR SCHOOL-AGE	CHILDREN		89	16	2028	ø

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08/06/93 STANTON, F. ELEMENTARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCH	STAFF/SCHOOL FACTORS (END OF YEAR)	SCHOOL			ALL ELEMENIART
6 1 3 1 1 8 6 1	9 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	NUMBER	PERCENT	NUMBER	PERCENT
PUP IL:	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1 4	† ! ! ! !	! ! ! !	1 1 1 1 1 1
¥	K-GARTEN - APS PRE-SCHOOL	91	<b>38</b>	291	ß
¥	K-GARTEN - HEAD START	IO.	o	389	7
¥	K-GARTEN - COMMUNITY PRE-SCHOOL	10	1.7	2257	45
¥	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	27	4.7	2391	45
<b>L</b>	FIRST GRADE - APS K-GARTEN	63	94	4862	06
•	FIRST GRADE - NON-APS K-GARTEN	•	9	481	σ
u.	FIRST GRADE - NO K-GARTEN	•	0	09	-
6. PERCE	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		95.7 95.7 6.6		94.4 94.4 94.2
7. PERCE	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.5 98.0 96.6		97.2 97.4 97.4



# Georgia Kindergarten Assessment Program

Overal	Overall Capability	ty.		
Capabilities	Percer	Percentage Receiving "Yes" Rating	iving g	
•	School	System	State	
				I. Com
1. Communicative	94	93	95	A.
	3	60	60	B. F
II. Logical-Mathematical	34	26	8	C. C
III. Physical	66	6	96	O.
ı	10	76	66	II. Logi
IV. refronsi	16	5	3	A. S
V. Social	94	94	93	B. 1
				<u>ပ</u>
Total Number Reported	69	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	06	86	62
B. Processes Auditory Information	94	62	92
C. Communicates Orally	98	16	92
D. Demonstrates Emergent Literacy	88	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	96	06	91
B. Makes Comparisons	86	91	91
C. Knows Numbers 1 to 10	86	93	93
D. Extends Patterns	98	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

#### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

#### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

#### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions
  - repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy

- attends to print
   identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence

  - dictates stories to be written by the teacher
     demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

#### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*

    demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length\*
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

#### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across
- from, top, and bottom C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and
- rolling D. Performs Basic Manipulative Skills
- grasping, releasing, throwing, catching, kicking, and striking

#### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers

    attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader
    - and/or follower

  - B. Carries Out Assigned Tasks
    carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

8/18/93

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		NUMBER	PERCENT
STAGE 1:	PICTOGRAPHIC WRITER	့ <del>က</del>	₹.3
STAGE 3:	INVENTED WORD WRITER	ហ	7.1
STAGE 4:	COPIER	12	17.1
STAGE 5:	NEW WORD WRITER	12	17.1
STAGE 6:	PHRASE/SENTENCE WRITER	6	27.1
STAGE 7:	SIMPLE STORY WRITER	7	10.0
STAGE 8:	INTERMEDIATE STORY WRITER	0	14.3
STAGE 9:	ADVANCED STORY WRITER	8	2.9
	TOTAL NUMBER	70	6.66

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

# Stages of Writing Development

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Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

## Description of Writing Stages

Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings, has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

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Z	
WHOLE LANGUAGE	

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STANTON, F. ELEMENTARY SCHOOL SCHOOL:

	TOTAL		34	34		45	45		4	<b>4</b>		57	57		176	176	<b>)</b>
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			PRETEST	POSTTEST	DIFFERENCE	PRETEST		DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time)

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest. The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement

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SURVEY	CATEGORY DISTRIBUTION
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TOTAL

-ERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

NEEDS IMPROVEMENT N K 2 2 5 1 1 3 25 12 12 42 = --13 × 0 0 0 30 9 4 6 LOWER **8** € € 5 4 4 × 52 5 200 17 35 18 ADEQUATE MIDDLE Z Q & 7 9 9 9 19 27 8 22 -7 \* 40 80 1 40 80 1 100 UPPER Z 7 7 9 20 -7 o 10 -25 27 899 997 899 899 4 = 0 STANTON, F. ELEMENTARY SCHOOL EXCELLENT Z 4 4 0 2 S t - 6 r មាយមា LEVEL LEVEL LEVEL LEVEL LEVEL LEVEL PRETEST POSTTEST DIFFERENCE PRETEST POSTTEST DIFFERENCE SCHOOL:

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#### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: STANTON, F L ELEM

School Code: 5566

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/ Strand	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance							
Strand	### AB	200	225						
LANG ARTS:READING	175 ±4				****				
Literal Comp	1 1	Ţ			*****				
Infer & Crit Comp	1 1	Į.			, *****				
Reference & Study	1	ŧ			1 <del>cojos</del>				
		N = 48			1.0165 0.	P.#156			
MATHEMATICS	181 ±3	1			***				
Numbers & Num Rel	1 1	Į.			i eseje	100			
Operations & Comp	1	1			***	N N N			
Geometry	1	ţ			esjon				
Measurement	1				y miles				
Prob & Stat	1					No.			
PROBLEM SOLVING					****	· Aguerra			
		N = 48			1.=167	.P.#192			
SCIENCE	172 ±3				***				
Life Science			-				••		
Earth Science		1							
Physical Science		1		<b>+</b> +•	•				
Process Skills	1	1		•	+				
Env/Sci/Tech/Soc				•	100 000	45,40%			
		N = 48			8. <del>-167 8</del>	1.7.2152			
SOCIAL STUDIES	183 ±3	1	- <del></del>		***	19			
Communities	176 ±2	1			**				
Citizenship	183 ±3					• San San San San San San San San San San			
American Heritage	170 ±2				<del> </del>				
Skills	189 ±2				•	**			
	1_	N = 48			g.=167 g	2.P.#192			

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, Science, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

<sup>\*\*\* \*</sup> the standard error (S.E.)



<sup>† •</sup> the school score

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: STANTON, F L ELEM

School Code: 5566

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded area = State Goal Dark shaded area = Cluality Performance							
Strand	\$.E.	100	125	150	175	200	225		
LANG ARTS: READING	169 ±3				***				
Literal Comp	175 ±4	ŧ.			*****	· · · · · · · · · · · · · · · · · · ·			
Infer & Crit Comp	166 ±3	1			***				
Reference & Study	173 ±2				, <del>eufo</del> s	N.			
	-	N = 51			G.#168	Q.P. 194			
MATHEMATICS	172 ±3		<del></del>		***		. —		
Numbers & Num Rel	175 ±2	ţ			**jes				
Operations & Comp	177 ±2				s <del>saļas</del>				
Geometry	173 ±2				***		•		
Measurement	172 ±2				s <del>oļos</del>				
Prob & Stat	188 ±1	-			•	<b>+</b>			
PROBLEM SOLVING	171 ±3				***				
	+	N = 51			G.=167	Q.P.*192			
SCIENCE *	155 ±3			***	_ <del></del>	M			
Life Science	171 ±2			•	an <del>jan</del>				
Earth Science	162 ±2			••	+				
Physical Science	144 ±2	-		**					
Process Skills	156 ±2	1		** **					
Env/Sci/Tech/Soc	156 ±4	1		****		47.5			
		N = 51			.g.=167	Q.P. ×192	·		
SOCIAL STUDIES	163 ±4		_	•••					
Communities	162 ±3			•••	+***	>			
Citizenship	169 ±4				****	A.T. V			
American Heritage	161 ±2	1		•••	- <del> </del>				
Skills	171 ±3					:			
		N = 51		s.	.6.=167	Q.P.*192			

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Language Arts: Reeding, Methematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content erea.

\*-- The 1993 Science scaled score reflects an increesed weighting on Process Skills

Note: Content Area secres are scaled separately and are not simple averages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

#### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: STANTON, F L ELEM

School Code: 5566

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded area = State Goal, dark shaded area = Quality Performance						
Strand	S.E.	100 125		175 200	22!			
LANG ARTS: READING	169 ±5		-	*				
Literal Comp	187 ±5		<del></del>	cassalutura				
Infar & Crit Comp	172 ±6		المسمم	Mana				
Reference & Study	172 ±3							
		M = 48	\$.8.#162					
MATHEMATICS	160 ±3		***					
Numbers & Num Rel	167 ±2							
Operations & Comp	160 ±2			.: .				
Geometry	162 ±1		**	**;				
Measurement	162 ±4		<b>T</b>	7				
Prob & Stat	184 ±3		*********					
PROBLEM SOLVING	168 ±4		a •	<del></del>				
		M = 47	\$.0.0167	· }				
SCIENCE	152 ±2		***					
Life Science	157 ±1			94.00 g				
Earth Science	155 ±2		T'					
Physical Science	161 ±1							
Process Skills	159 ±2		•••• 					
Env/Sci/Tach/Soc	167 ±1	1	<del></del>					
	-77 54	M = 48	ф 3.6.*144	6 A.P.+195				
SOCIAL STUDIES	150 ±2							
Geog Ragions	151 ±2		•					
Canada Hist/Geog	No resert	Strand centains fover than to	erjes tan Itana.					
U.S. pre-1791	161 ±1	variousis reser time!		· .				
U.S. 1791-1875	152 ±1		+					
U.S. 1875-1932	152 ±1		<b>+</b>					
U.S. 1932-present	161 ±1		₩.	**************************************				
Skills	152 ±4		***					
<b>▼™●●●●</b>	-JE 17	M = 48	3.8.2176					
HEALTH	171 ±2			· · · · · · · · · · · · · · · · · ·				
Safety	He report	Strand centains fower then to	<del> -</del> ten Items.	<del></del>				
Nutrition	168 ±1			+ : * *				
Personal Health	No report	Strand centains fover then t	+++ ten items.					
Substance Abuse	182 ±2	The second secon		·				
	166 ±1	1		<b>T</b>				
Growth, Dev & Fam	He resert	Strand centains fower then t	efe tan 18ana					
Hental Heelth	TOTAL OF	i		And the second s				
		N ≈ 48	\$.8 <u>.=17</u> (	* <u> </u>				

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school coore



#### **School Content Area Summary**

System Neme: ATLANTA CITY

System Code: 761

School Neme: STANTON, F L ELEM

School Code: 5566

**GRADE 5** 

Dete Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	1	ded area = Si	tate Goal	Dark shaded are	ea = Quality Perfor	mance
	,	100	125	150	175	200	22
LANG ARTS: READING	174 ±4				****		
Literel Comp	196 ±4	•			<b>,</b>	enstane	
Infer & Crit Comp	165 ±7			•	********	{	
Reference & Study	177 ±2	1			*****		
<u></u>		N = 64			5.0.=162	Q.P.×187	
MATHEMATICS	163 ±2				***		
Numbers & Num Rel	170 ±1	1					
Operations & Comp	163 ±2	1			** <del> **</del>		
Geometry	166 ±1	1			<del>+</del>	٠.	
Meesurement	168 ±3	1			*******		
Prob & Stet	187 ±2	1			1	400	
PROBLEM SOLVING	170 ±2	}			***	1	
		N = 65			\$.G.=167	0.P.×192	
SCIENCE	157 ±1				+		
Life Science	157 ±1				+•		
Eerth Science	157 ±1				-1- - <del>1-</del>		
Physical Science	165 ±1				++		
Process Skills	166 ±2	1			**	i i i i i i i i i i i i i i i i i i i	
Env/Sci/Tech/Soc	152 ±1			+	,	· · · · ·	
		N = 64		T	5.6.=168	0.P.×198	_
SOCIAL STUDIES	154 ±1			•	†•		
Geog Regions	160 ±1				<b>'</b>	4. · · · ·	
Cenede Hist/Geog	134 ±0		4		1		
U.S. pre-1791	162 ±1	1	ı		+		
U.S. 1791-1875	152 ±1			+		• • •	
U.S. 1875-1932	159 ±1			<u>-1</u>	• <del>•</del>		
U.S. 1932-present	160 ±1				↑ •	# - *	
Skills	161 ±3	1			***	*.*	
		N = 65			S.G.=17#	0.P.=19S	
HEALTH	171 ±1				+		
Sfty/Prs/Mntl Hlth	178 ±1				"I" ada	:: :::::::::::::::::::::::::::::::::::	
Nutrition	168 ±1				+ +	* V	
Substance Abuse	181 ±1	1			•		
Growth, Dev & Fem	166 ±0	1				1 2 2	
	1	N = 45			† 5.8.=170	Q.P. ×195	

Teking into eccount the stendard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Lenguage Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

Note: Content Area secres are seeled separately and are not simple averages of strand secres.



<sup>\*\*\* \*</sup> the standard error (S.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

8	
Sead	
-	

Mathematics  Mathe			Number	1	Perce	ant At/Ab	900e	
1993   1992   1992   1993   1994   1995			Tested		Nat	ional Nor	`m(NP×50)	
School Total   280   66   66   65   67   67   88	U	irade	1993	1990	1991	1992	1993	*O*
52   46   57   42   46   46   47   42   46   46   47   42   41   48   67   42   43   43   43   43   41   41   41   41   41   41   41   41	•	10	99	85	87	67	88	
52 46 67 42 46 64 93 43 48 67 42 41 64 78 41  School Total 282  Number 1-5 Schools 23,856  Number 66 68 67 42  193 43 43 58 41  411  A41  A41  A41  A41  A41  A41		02	54	49	52	3.1	20	
School Total 282  Elen. 1-5 Schools 23.664  School Total 282  Number 1937  Number 66  54 52 50 58  Mathematics 60 54 51  Number 1937  Number 66  54 54 51  5190 1991 1992 1993 101  54 51  54 52 50  55 54 51  56 54 51  51 51  Test on 1991 1992 1993 1993 1992 1993 1993 1993		03	52	51	84	67	42	
School Total 282  School Total 282  Number 1933  School Total 282  Number 1933  School Total 282  Number 1933  School Total 283  School Total 283  School Total 283  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School Total 280  School School 580  School 5		90	46	33	₹3	38	<b>‡</b>	
11   11   1282   1282   13   14   14   14   14   14   14   14		05	<b>4</b> 9	28	33	45	29	
School Total 282 49 52 50 58  Elem. 1-5 Schools 23,856  Mumber  Number  1990 1990 1990 1991 1992 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1990 1991 1992 1993 1993 1993 1993 1993 1993		90		43				
School Total 282  Elem. 1-5 Schools 23.856  Mathematics  Number 1993  1993  1993  1993  1990  19		07						
Mathematics   Mathematics		School Total	282	49	25	20	28	w
Mathematics   Mathematics		Elem. 1-5 Schools	23,856	09	54	54	51	i
1993   1990   1991   1992   1993 *DI			Number Tested		Percer	nt At/Abo	ve (NP=50)	
66     93     88     87     94       54     51     35     39     56     35       46     40     36     48     43       63     47     28     34     56       43     43       5 chool Total     280     54     53     62     60       Elem. 1-5 Schools     23,687     67     60     59     56		Grade	1993	1990		1992	1993	*D1f
54 61 51 55 39 56 35 46 40 36 48 43 53 56 35 53 56 35 54 83 61 82 61 82 61 82 61 82 61 82 61 82 61 82 62 82 62 83 62 84 83 84 85 86 86 81 81 82 81 82 81 82 81 83 83 83 83 83 84 83 85 83		ı	99	66	88	87	94	
51 35 39 56 35 35 35 36 48 43 43 43 56 35 34 56 35 35 35 35 35 35 35 35 35 35 35 35 35		02	54	7.7	8	83	61	
46 48 48 47 28 34 43 43 55hool Total 280 59 67 60 59		03	5.0	35	39	26	35	
63 47 28 34 56  43 56  School Total 280 54 53 62 60  Elem. 1-5 Schools 23,687 67 60 59 56		40	46	07	36	8	<b>4</b> 3	
School Total 280 54 53 62 60 Elem. 1-5 Schools 23,687 67 60 59 56		90	63	. 47	28	34	56	
School Total       280       54       53       62       60         Elem. 1-5 Schools       23,687       67       60       59       56		8		43				
23,687 67 60 59 56		07		96				
23,687 67 60 59 56 1925		School Total	280	40	53	62	<b>9</b> .	•
		Elem. 1-5 Schools	23,687	67		6	26	1

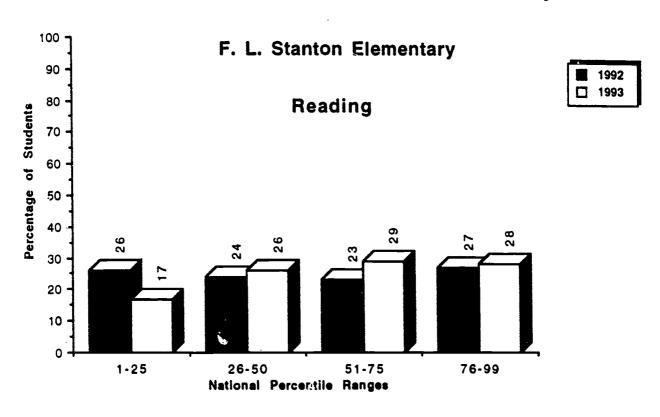
STANTON, F. ELEMENTARY SCHOOL 41742 SCHOOL: IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (DNLY PUPILS WHO ATTENDED THE SCHOOL FDR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

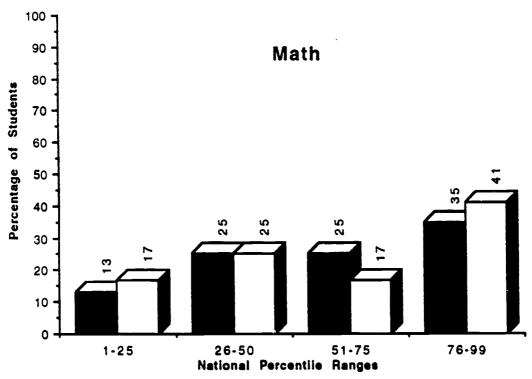
ţ

RATHEMATICS READING

		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
0	57	20	88	57	53	66
00	5	<b>5</b> 6	51	51	33	65
100	67	70	<b>‡</b>	48	17	35
40	4	15	37	4	11	7
00	09	37	62	59	32	54
SCHOOL TOTAL	258	148	57	256	152	23
ELEMENTARY K-5 SCHOOLS 21,280	OLS 21,280	11,200	53	21,123	12,103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







10/06/93 STANTON, F. ELEMENTARY SCHOOL

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo 3

Mathematics	N 1992 1993	9 38 39	12 30 23 -7	18 39 39	29 34 42	System.	N 1992 1993	476 39 46	494 36 47	556 39 38	444 34 35	670 35 37	732 35 38	00 40 747
	Gain	ا - ئ	g	ស	=	Sys	Gain	6	4	-	ហ	4	9	4
ă	1993 Gain	29 -5	38	40	47 11	Sys								
Reading	1992 1993 Gain	34 29 -5	32 38 6	35 40 5	36 47 11	Sys		35 38 3						
Reading	N 1992 1993 Gain	16 34 29 -5	32 38	16 35 40 5	33 36 47 11	s X S					33 38			



<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded Key: SWP \* School Wide Project School(s) NonSWP \* NON-School Wide Project School(s)

STANTON, F. ELEMENTARY SCHOOL

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

		Reading	þ			Mathema	tics	
Grade		1992	1993	Gain	Z	1992 1993	1993	Gain
00	6	33	90	-3	<b>6</b>	64	37	-12
03		34	29	វេ -	ო	32	ø	-29
90		48	42	9 '	23	45	45	
90		36	8	12	33	38	43	ស
				System				
		Readt	<u> </u>			Mathema	atics	
Grade	z	1992		Gain	z	1992	1993	Gain
05	857	36 36		-	681	39 43	43	4
03	983	33		8	707	37	34	<b>۳</b>
8	1062	32		4	954	32	37	a

\* Scores for students in the Program for Exceptional Children are excluded

6

34

866

42

32

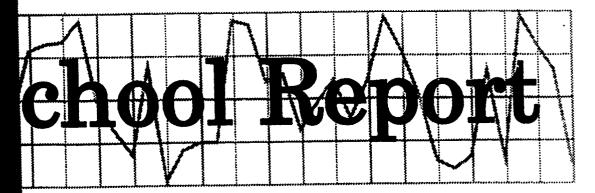
1055

1992-93 Progression Status Report

Grades K - 5

			Promoted	Admin. Placed	aced	Ret	Retained	Total
Grade	•	Z	Percent	Z	Percent	Z	Percent	z
¥	School	89	16			8	ო	07
	System	5, 184	95			294	ស	5,478
5	School	99	97			2	ო	89
	System	4.879	68	202	4	408	7	5,489
8	School	53	100					. 23
	System	4,527	16	257	ß	185	4	4,969
8	Schoo1	51	100					51
	System	4.598	92	260	S	113	2	4,971
8	Schoo1	47	100					47
	System	4.608	<b>94</b>	227	ည	82	5	4.917
8	School	65	100					99
	System	4.588	96	191	4	50		4,799
	Schoo!	350	66			4	-	354
	System	System 28,384	66	1,137	₹	1, 102	•	30,623
1								

### ATLANTA PUBLIC SCHOOLS



1992-93

## SYLVAN MIDDLE SCHOOL

Research & Evaluation

**Final** 



## SYLVAN MIDDLE SCHOOL 1992-93 FINAL SCHOOL REPORT

Elizabeth B. Turlington, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
General Descriptive Characteristics	
What critical school factors may have influenced student performance?	The following demographic characteristics of the school may have influenced achievement:
	• Continued increase in active entollment,
	High mobility rate,
	<ul> <li>No out-of-school suspensions,</li> </ul>
	Operation of a Schoolwide Chapter I Project,
	<ul> <li>Use of the Wasatch computer courseware and participation in the Chapter I Take Home Computer program,</li> </ul>
	<ul> <li>A lower pupil attendance rate than in 1991-92 and one which was slightly below the system's rate in 1992-93,</li> </ul>
	<ul> <li>An increase in the certified staff attendance rate, which has been lower than the system's rate for the past three years.</li> </ul>
 1936	1937



Findings	
Critical Questions	

## II. Performance-Based Assessment

A. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?

B. Grade 8 Writing

-2-

- How did the mean scale score in Grade 8 writing for students at the school compare with the system and state means?
- How did the school percentage of Grade 8 students "at risk" compare with the system and state percentages?
- 3. Which Grade 8 writing domains may need attention?

- By the end of the year lower percentages of the school's students were in the "Upper Adequate," and "Middle Adequate" categories than at the beginning of the year, and higher percentages were in the "Excellent," "Lower Adequate," and "Needs Improvement" categories, as measured by scores on the Periodic Reading Surveys in fiction.
- By the end of the year higher percentages of the school's students were in the "Excellent," "Upper Adequate," "Middle Adequate," and "Lower Adequate" categories than at the beginning of the year, and a lower percentage was in the "Needs Improvement" category, as measured by scores on the Periodic Reading Surveys in nonfiction.
- The school's mean scale score on the writing test was lower than either the system's or state's mean scale scores.
- The school's percentage of eighth graders "at risk" was higher than both the system's and state's percentages.
- More students received ratings of "Good" or "Very Good" in the domain of Content/Organization (the most heavily weighted domain) than any of the other domains. However, more than two-thirds of the school's students received ratings of "Inadequate" or "Minimal" in each domain: Content/Organization, Style, Sentence Formation, Usage, and Mechanics.

ERIO Full Text Provided by			
VERIC		Critical Questions	Findings
		Georgia Curriculum-Based Assessment Program (1992, and 1993 Data) Grade 8	In both 1992 and 1993 the school's students performed on the CBA as follows:
		In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1992.	<ul> <li>The school's students achieved the state goal in the areas of Language Arts: Reading, Mathematics, and Health, but not in Science or Social Studies.</li> </ul>
·			• The students achieved quality performance on the Safety, Personal Health strand and achieved the state goal on 3 of 3 Language Arts strands, all of the 5 Mathematics strands except for one in 1992, 1 of 5 Science strands, none of the 5 Social Studies strands, and 6 of the 6 Health strands.
			<ul> <li>Performance on the following strands did not meet the state goals:</li> </ul>
-3- 	<u>-3-</u>		Mathematics: Geometry (1992 only)
_			Science: Life Science, Earth Science, Physical Science, and Process Skills
			Social Studies: Geography/Environment, History/Culture, Political Organization/Citizenship, Georgia History, and Skills.
		IV. Iowa Tests of Basic Skills (ITBS)	
		Were there changes in reading/mathematics achievement with respect to the following?	
		A. Regular-program students?	<ul> <li>No change occurred in the percentage of the school's students who scored at or above the national norm on the <u>lowa Tests of Basic Skills</u> (ITBS) in 1993 in either reading or mathematics.</li> </ul>
		1940	1941

Critical Questions		Findings	
IV. Iowa Tests of Basic Skills (ITBS)			
Were there changes in reading/mathematics achievement with respect to the following?			_
A. Regular-program students? (continued)	•	The school's percentages scoring at or above the national norm continued to be below the system's percentages in both reading and in mathematics.	
	•	A longitudinal gain from 1992 to 1993 was evident in grade 8 in both reading and mathematics. Longitudinal losses occurred in both subjects in grade 7.	
B. Students who attended the school for seven or more attendance periods?	•	For regular-program students attending the school for seven or more of the nine attendance periods in 1992-93, the school's percentages of students scoring at or above the national norm on the ITBS in reading and mathematics were higher than the percentages obtained when the scores of all regular-program students were included in the calculations except for grade 8 in mathematics.	
C. The percentage of students scoring within each quadrant?	•	In reading the percentages of students scoring within the first (1-25) and third (51-75) national percentile ranges decreased slightly, while the percentage in the second (26-50) percentile range increased and the percentage in the highest range remained the same.	
	•	In mathematics the percentage of students in the lowest percentile range remained the same, the percentages in the second (26-50) and fourth (76-99) ranges decreased, and the percentage in the third (51-75) range increased.	
1942		1943	

3			
		Critical Questions	Findings
L	>	V. Project Results	
	•	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	<ul> <li>On the ITBS in reading the school's Chapter I participants averaged the same loss or gain as participants in schoolwide projects systemwide in grades 6 and 7 and a lower gain in grade 8.</li> </ul>
			<ul> <li>The school's participants in the Chapter I mathematics project averaged less gains in ITBS mathematics scores than participants systemwide in grades 6 and 7 and the same gain in grade 8.</li> </ul>
<u> </u>	VI.	l. Progression Status	
-5-		How did the school's progression status compare to that of the system?	<ul> <li>The school's percentage of students who were promoted to the next grade was higher than the system's percentage in grade 6, lower than the system's percent- age in grade 7, and the same as the system's percentage in grade 8.</li> </ul>

### 1992-93 MIDDLE SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages), and the Georgia Writing Assessment in grade 8 (administered as a part of the state-mandated testing program).

Students in grade 8 are required to provide a sample of writing during a two-hour block. Each writing sample is judged inadequate, minimal, good, or very good on five domains: Content/organization, style, sentence formation, usage, and mechanics. Detailed explanations appear with the performance-based measures reported.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 6 through 8. The tests are state required at grade 8 and locally required at grades 6 and 7.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included in the report.



### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program. Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades 6 through 8 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified skills is required for promotion for grades 6 and 7. Eighth grade students must meet state requirements for promotion.

LHW:ap R&E 7/30/93



OB/O6/93 SYLVAN MIDDLE SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (6-8)

B. ACTIVE ENROLLMENT (END OF YEAR)

ပ

, ) <b>!</b>						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCF	SCHOOL ALL MIDDLE	829 10, 179	879 10,696	922	2,819	26.4	93 3,334	11.2
STI	DL FACTORS (END OF	YEAR)			•	SCHOGI.	ALL W	ALL MIDDLE
1	***************************************				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE FERIODS LESS THAN SEVEN ATTENDANCE PERIODS	NCE CERIODS IDANCE PERIOD	ñ		797 125	88 -	12042	 66
લં	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO NEW TO	SCHOOL APS		255 132 .40	- 1	4708 1560 . 32	35
e.	PUPIL "TEACHER RATIO				23.5		22.6	
÷	OUT-OF-SCHOOL SUSPENSIONS	40			•	0	1101	∞
ĸ,	PUPILS IN PROJECTS:							
	CHAPTER I READING				922	<u>8</u> .	8304	61
	CHAPTER I MATH				922	8	8251	61
	WASATCH				288	31,	1965	<del>1</del> 5
	CHAPTER I TAKE HOME C	COMPUTER			<b>=</b>	•	401	m
	AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILOREN	R SCHOOL - AGE	CHILDREN		9	7	. 328	8
	BILINGUAL				ო	0	245	7

-8-

(CONTINUED)
CHARACTERISTICS
DESCRIPTIVE
GENERAL

OB/O6/93 SYLVAN MIDDLE SCHOOL

SCHOOL ALL MIDDLE	NUMBER PERCENT NUMBER PERCENT			9.06				95.2 96.8	
STAFF/SCHOOL FACTORS (END OF YEAR)		6. PERCENT PUPIL ATTENDANCE:	1990-91	1991-92	1992-93	7. PERCENT CERTIFIED STAFF ATTENDANCE:	1990-91	1991-92	6000

-9-

MADLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION	ADEQUATE	MIDDLE
LANGUAGE PEI PERFORMANCE MATCHED	-	UPPER
WHOLE		
SCHOOL		EXCELLENT
SYLVAN MIDDLE SCHOOL		

							ADEQUATE	ATE			אוניני	ی	
			EXCELLENT	ENT	UPPER		MIDDLE	LE	LOWER		IMPROVEMENT	MENT	TOTAL
			Z	><			z			×	z	×	
PRETEST	LEVEL	9	9	1	48	33	42	53	5	13	27	18	146
POSTIEST	LEVEL	•	CC	23	42	29	24	<b>5</b>	99	21	17	12	146
DIFFERENCE	LEVEL	•	2	9	φ	7	=	-13	=	<b>5</b>	- 10	<b>9</b> '	
PRETEST	LEVEL	_	25	21	53	25	ري <b>ده</b>	27	39	18	38	18	213
POSTTEST	LEVEL	_	11	•	9	23	7	2	43	20	63	9	213
DIFFERENCE	LEVEL	7	<b>; 7</b>	7	7	7	- 17	<b></b>	<b>▼</b>	8	25	5	
PRETEST	LEVEL	•	_	Ø	11	5	42	32	22	11	₹	33	131
POSTIEST	LEVEL	•	2	•	21	16	37	28	52	6	38	58	131
DIFFERENCE		•	ю	<b>6</b>	<b>→</b>	e	ip 1	7	m	~	က်	7	
•			42	ø	. 811	24	142	53	0	91	108	22	96
			<b>9</b>	12	112	23	102	21	8	, 50	1.8	24	490
			=	ო	Ģ	-	0	<b>e</b> 0	=	₹	0	8	

1953

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.



7/12/93

SCHDOL:

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given.

responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

1955

R&E:ap 10/5/93



RIODIC READING SURVEY RESULTS	_	
SURVEY	CATEGORY DISTRIBUTION	SULTS EDD MON-EISTINA
ADING	DISTR	PON-F
C RE	GORY	900
RIODIA	CATE	OT HIS

6

PAGE

WHOLE LANGUAGE PERIODIC READING SURVEY PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

SYLVAN MIDDLE SCHOOL

SCHOOL:

	TOTAL	145	145		205	205		117	•		467	104	
FDS	IMPROVEMENT	2.2	19	7	36	18	- 18	£ .	20	•	25	17	o '
2	IMPRO	30	27	ღ	73	36	-37	t	<u>.</u> c	•	118	78	9
,		22 22	25	0	19	18	7	17	- <	•	50	21	<b>,</b>
1		36 3	36	0	39	36	<u>ဗ</u>	50	4 4	•	36	96	-
ATE		7 25	9	ស	02	28	; œ	32	32	<b>o</b>	25	30	വ
ADEQUATE	MIDDLE	z %	<b>4</b> 3	7	1	. cc	17	38	<b>8</b> (	>	115	139	24
i	:	% C	5		Ş	2 0	Q 60	27	72	.,	23	24	-
	UPPER	z	20	<b>. 89</b>	4	) o	8 8	32	59	ო '	107	1	7
	ENT	<b>3€</b> "	<b>,</b> a	9 64		0 0	<b>3</b> C4	5	6	7	7	. თ	8
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		į	LEVEL	רבאבר רבאבר		LEVEL	LEVEL LEVEL	FVEL	LEVEL	LEVEL			
				POSTIESI OIFFERENCE		PRETEST	POSTTEST DIFFERENCE	1231300	POSTTEST	DIFFERENCE			

1957

1926

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

8/06/93

# 1993 Georgia Writing Assessment - Grade 8

DOMAIN	STUDENT GROUP	DOMAIN P	DOMAIN PERFORMANCE SUMMARY	NCE SUM	MARY
		Percei	Percent of Papers Receiving Rating	zeiving Rati	au
Dimension of Effective Writing	Kegular Program Examinees	Inadequate	Minima	<u> </u>	Very Good
1. Content/Organization					
)	School	16	52	£	7
	System	4 9	3. <del>6</del>	45 47	9 <u>-</u>
2. Style		<b>,</b>	1	:	•
	School	29	49	20	7
	System	23	- 42	% % —	40
3. Sentence Formation			!		
	School	31	42	25	7
	System State	25 10	3.2	<del></del> 84	13 6
A Floor			_		
	School	25	46	28	princip
	System	21	<b>4</b> 8	30 4 30	۲ د
		•	Ç	<b>?</b>	<b>:</b>
3. Mechanics	School	27	51	21	<del>,</del>
	System	23	46	27	4
	State	10	38	43	6
Mean Scale Score (Range 100-300)	Percent At Risk (Scale Score Below 162)	Z	Number of Scorable Papers	ble Papers	

(Kange 100-300) School: 180 System: 186 State: 202

(Scale Score School: System: State:

243 3,538 85,537 School: System: State: 1959

PA up Department of Research and Evaluation 958 July 15, 1993



### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: SYLVAN MIDDLE SCH.

School Code: 188

**GRADE 8** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ - S.E.	Light shaded area =	State Goal, dark shaded area	
LANG ARTS: READING	165 ±2			200 225
Literal Comp	170 ±2			
Infer & Crit Comp	171 ±2			
Reference & Study	166 ±2		****	
MATHEMATICS	168 ±1	M = 216	3.8.8348 +	A.P. #384
Numbers & Num Rel	179 ±1		•	
Operations & Comp	177 ±1		. • <del>•</del> •	
Geometry	165 ±1	į	+ +	
Measurement	173 ±1		T	
Prob & Stat	179 ±1	·	77°	
FROBLEM SOLVING	168 ±2		————————————————————————————————————	
SCIENCE	154 ±1	M = 216		A.P.#189
Life Science	150 ±1	}	+	
Earth Science	161 ±1		• <del> •</del>	
Physical Science	156 ±0			
Process Skills	160 ±1		•••	
Env/Sci/Tech/Soc	170 ±0		' <b>†</b>	
SOCIAL STUDIES	153 ±1	M = 216	\$.8.9178°	A.P. =148
Geog/Environment	159 ±0		4	
History/Culture	155 ±1		τ • <del> •</del>	
Pol Org/Citizenshp	162 ±0		1° 4	
GA History	151 ±1		<b>+•</b> '	
Skills	160 ±1		+	
HEALTH	171 ±2	N = 216	2.6.8171 aja	A.P. #194
Safety, Pers Health		]	<del></del>	•
Nutrition	174 ±0		• 4	•
Substance Abuse	173 ±1			
Disease Prev	178 ±1		T	
Environ Health	173 ±1		- T	
Growth, Dev & Fam	180 ±1		ጥ ተ	
	L	N = 216	3.9.=168	A.P.=191

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores de net indicate quality performance in any content area.

### GEORGIA CURRICULUM BASED ASSESSMENT

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: SYLVAN MIDDLE SCH.

School Code: 188

**GRADE 8** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded area = \$	itate Goal Dark shaded area =	Quality Performance
Strand	S.E.	100 125	150 175	
LANG ARTS: READING	166 ±2		*****	200 225
Literal Comp	178 ±2		· · · · · · · · · · · · · · · · · · ·	
Infer & Crit Comp	173 ±1		ențor	
Reference & Study	164 ±1		<b>+</b>	
MATHEMATICS	-	N = 239	•	P. 1198
	170 ±1		+	
Numbers & Num Rel	182 ±1		+	
Operations & Comp	180 ±1		+	
Geometry	170 ±1		+	
Measurement	173 ±1		•	: .
Prob & Stat	179 ±1		· ++	
PROBLEM SOLVING	169 ±1		<b>+</b>	
COLENOF		N = 239		P. x192
SCIENCE	157 ±1		+•	
Life Science	153 ±0		†	
Earth Science	164 ±1		<b>++</b>	
Physical Science	154 ±0		†	
Process Skills	162 ±1		<b>+</b> .	• ,
Env/Sci/Tech/Soc	172 ±0		†	
SOCIAL STUDIES	157 ±0	H = 236	\$.G.=176 g.	P.=196
Geog/Environment	161 ±0		† <sub>.</sub>	
History/Culture	158 ±0		, <b>†</b>	
Pol Org/Citizenshp	162 ±0		† <u>.</u>	•
GA History	154 ±0		, †	
Skills	165 ±0		† .	
		_H = 237	, † 3.6.0171	P.=196
HEALTH	176 ±1		——— <u>——————————————————————————————————</u>	<u> </u>
Sfty/Prs/Mnt1 H1th	198 ±1		Ŧ	art.
Nutrition	178 ±0		ı	**
Substance Abuse	181 ±1		T	
Disease Prev	181 ±1		T	
Environ Health	177 ±1		T	
Growth, Dev & Fam	184 ±1		T	:
		N = 238	\$.6.=168 T	P. x193

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† -</sup> the sencel seers

<sup>\*\*\* \*</sup> the standard error (S.E.)

its: Content Area secres are scaled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

. Percent At/Above National Norm(NP*50)	1990 1991 1992 1993 +D1ff	THE PARTY OF THE P	21 22 32 28	35 33 30 29	44 33 32 35	33 29 31 31	45 39 37 37	ics 	1990 1991 1992 1993 +D1ff	34 30 28 29	42 33 ;7 23	55 45 25 30	43 36 27 27	47 42 40 35 -5
Number Tested	1993		294	267	244	School Total 805	All Middle 11,814	Mathematics Number Tested	1993	294	265	239	School Total 798	All Middle 11,764
	Grade		98	04	80	School	IIA		Grade	90	07	80	School	IIA

\* Difference = 1993 - 1992

SYLVAN MIDDLE SCHOOL 61756 SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

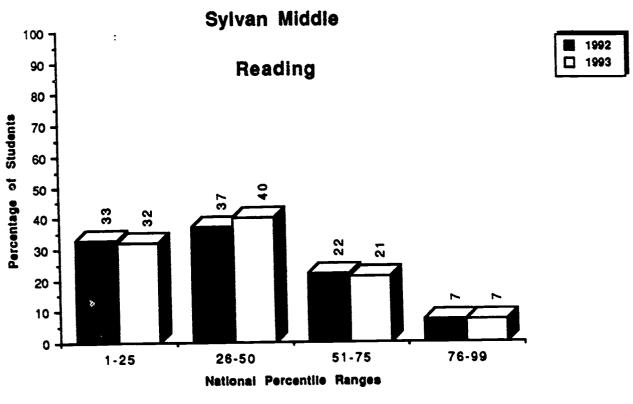
c s	PERCENT AT/ABOVE NAT NORM	30	53	28	36
MATHEMATICS	NUMBER AT/ABOVE NAT NORM	77	62	195	3,867
<b>4</b> I	NUMBER TESTED	261	211	704	10,693
	PERCENT AT/ABOVE NAT NORM	000	30	32	38
READING	NUMBER AT/ABOVE NAT NORM	79	78	226	4, 126
	NUMBER	261	218	711	10,740
	GRADE	36	8	SCHOOL TOTAL	ALL MIDDLE SCHOOLS

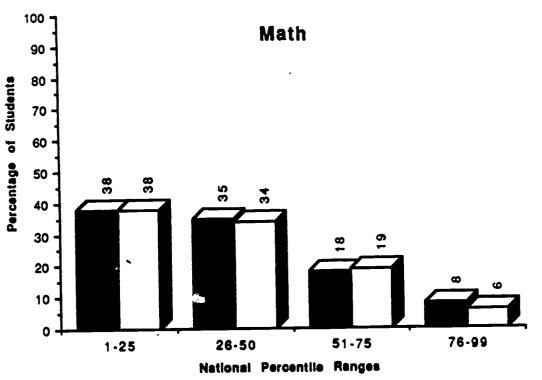
-17-

1965



### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Rasearch and Evaluation Deborah Dickson/September 1993



ERIC

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

Mathematics	2 1993 Gain			33 33	3 38 5
Mathe	1992		Ö	ö	ö
	2	•		5	2 135
				0	m
<u> </u>	1993		ë	0	38
Reading	1992		38	32	36
	z	1	118	158	143
	Grade		OF SWP	OT SWP	OB SWP

		Gain		9-	ო	-	œ	ເດ
	tcs	1993	30	29	32	33	38	38
	Mathemat	1992	30 30	35	53	32	30	33
			263					
E	ı							
System	ļ							
		Gain		9-	വ	ហ	ເນ	ო
	<b>D</b>	1993	33	30	37	38	37	39
	Readin	1992	33	36	32	33	32	36
		z	266	1093	305	1300	302	1258
		•	SWP		SWP		SWP	-
		Grade	OG Non SWP	SWP	07 Non	SWP	08 Non	SWP
			18	8	07	07	8	80

1968

:

BEST COPY AVAILABLE Scores for students in the Program for Exceptional Children
are excluded
Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

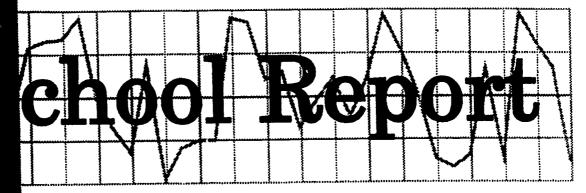
1992-93 Progression Status Report

Grades 6 - 8

		Pro	Promoted	Admin. Placed	pced	æ	Retained	Total
Grade	•	z	Percent	z	Percent	z	Percent	z
8	06 School	321	76	o	ო			330
	System	4,319	<b>.</b>	247	ស	188	₹	4,754
07	07 School	263	06	30	ô			293
	System	System 4,105	83	149	ო	161	•	4,415
80	08 School	264	94			91	9	280
	System	System 3,929	8	53	-	184	•	4, 166
	School	848	76	39	4	91	7	606
	System	System 12,353	8	449	n	533	•	13,335



### ATLANTA PUBLIC SCHOOLS



1992-93

### THOMASVILLE ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# THOMASVILLE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

ERIC

Full Text Provided by ERIC

Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings	
I. General Descriptive Characteristics		
What critical school factors may have influenced student	• There has been a gradual increase in student enrollment since 1990 - 91.	
performance:	<ul> <li>The student mobility index was .36, slightly lower than the system's mobility index (.38). Eighty-six percent of the students were enrolled for at least seven attendance periods.</li> </ul>	ility
	<ul> <li>Chapter I services were administered through the Schoolwide Project. ** addition, students were served through the Full Potential Program.</li> </ul>	
	<ul> <li>Sixty-four percent of the kindergarten students entered school with no preschool experience.</li> </ul>	-
	<ul> <li>All except two first grade students had attended kindergarten.</li> </ul>	
	• Student attendance (93.7 percent) increased slightly but remained below the system percentage (94.2).	the
1972	Staff attendance, which decreased slightly, was below the system average.	43
	1973	

Critical Questions	Findings
Performance-Based Assessment	
Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	<ul> <li>Kindergarten students appear to be well-prepared to succeed in first grade in each of the overall capabilities assessed by GKAP. The percentages of students receiving "yes" ratings in each of the five capability areas were equal to or above the corresponding system and state percentages.</li> </ul>
What was the ending performance of kindergarten students in writing?	• By the end of the year, 50 percent of the kindergarten students were either Phrase/Sentence Writers (Stage 6) or Simple Story Writers (Stage 7). However, over 30 percent of the kindergarten students were in the initial stages of writing (Stages 2 - 4).
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• In grades 3 and 5 in the area of fiction and in grades 4 and 5 in the area of nonfiction, there were more students in the Needs Improvement category at the end of the year than at the beginning. Conversely, there was no increase in the Excellent category by the end of the year. In grades 2 and 4, there were decreases in the Needs Improvement category. Only at grade 2 was there an increase in the number of students in the Upper Adequate and Excellent categories by the end of the year.

-2-

	Findings		achieve 1 1992	• Taking into account the standard error, the scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the area of Mathematics. Strands for which the state goal was met or exceeded both years included all strands in Mathematics and the Literal Comprehension and Reference and Study strands in Language Arts. In 1993, the state goal was also met in the Life Science strand. Quality performance was not indicated in any of the content areas or strands either year.	• At the fifth grade, taking into account the standard error, students' scores met or exceeded the state goal in the area of Language Arts in both 1992 and 1993 and in the area of Health in 1993 only. Strands for which the state goal was met or exceeded both years included all strands in the area of Language Arts; Number and Number Relations, Geometry, Probability and Statistics and Problem Solving in the area of Mathematics; and Substance Abuse in the area of Health. Quality performance was indicated for the Literal Comprehension strand both years.	
FR	Critical Questions	III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	A. Grade 3	B. Grade 5	1976

EK *Full Text Pro	ED	
ovided by ERIC	Critical Questions	Findings
	IV. Jowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	• In comparison to 1991-92, there was a decrease in the percentage of students with scores at or above the national norm in both reading and mathematics. However, over 50 percent of the students had scores at or above the national norm in grades 1, 2 and 5 in reading and in grades 1, 2, 4 and 5 in mathematics.
-	B. Students who attended the school for seven or more attendance periods?	<ul> <li>When compared to the total group tested, the ITBS performance of students who attended Thomasville at least seven attendance periods was slightly higher in both reading and mathematics.</li> </ul>
4-	C. The percentage of students scoring within each quadrant?	• In reading, there was an increase in the percentage of students with scores in the highest quadrant (76th - 99th percentile range) and a decrease in the percentage of students with scores in the lowest quadrant (1st-25th percentile range). In mathematics the reverse occurred. There was a decrease in the percentage of students with scores in the highest quadrant and a slight increase in the percentage of students with scores in the lowest quadrant.
	V. Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter 1 - Schoolwide Project	<ul> <li>NCE gains made by Chapter I-eligible students at Thomasville were greater than those made by similar Schoolwide Project students systemwide in all grades in reading and in grades 1 and 4 in mathematics.</li> </ul>
	B. Remedial Education Program (REP)	<ul> <li>NCE gains were made by REP students in all grades in reading and in all grades except third in mathematics. In general, these gains were greater than</li> </ul>
	Ø2.0 +	those made by REP students systemwide.

Findings		Overall, 97 percent of the students at Thomasville were promoted to the next grade as compared to 93 percent of the students systemwide. The largest percentage of retainees was in the first grade.		
Critical Questions	VI. Progression Status	How did the school's progression status compare to that of the system?		

CV:sm - SR#69 Department of Research and Evaluation October 25, 1993

### 1992-93 **ELEMENTARY SCHOOL** DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



# GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

						DIFFERENCE	ENCE	1
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
Č	Ç	: 6	: 4	1 6 6	; ; ! ! !	: 1	1 (	: 1
ה ה	SCHUOL	700	000	00	- ;	- (	ה י	• ·
ALL	ALL ELEMENTARY	34,420	33,791	31.480	-2,311	8.9-	-2.940	-5.3
STA	STAFF/SCHOOL FACTORS (END OF	: YEAR)			SCHOOL	100	ALL ELE	ALL ELEMENTARY
į					A MADED	TUBUCUT		DEDCENT
•	PHIDTIC ON ACTIVE BOLL						ACTOR A	
:	SEVEN OR MORE ATTENDA	ANCE PERIODS			57.1	86	27498	87
	LESS THAN SEVEN ATTENDANCE PERIODS	NDANCE PERIODS	v		8	<b>=</b>	3982	13
ď	PUPI: TRANSFERS:							
;	i	NEW TO	SCHOOL		146	22	9541	30
	NUMBER/PERCENT OF PUPILS	NEW TO	APS		30	ß	3873	12
	MOBILITY INDEX				.36		. 38	
ю.	PUPIL-TEACHER RATIO				23.6		22.2	
÷	OUT-OF-SCHOOL SUSPENSIONS	4S			0	0	==	0
ō.	PUPILS IN PROJECTS:							
	CHAPTER I READING				661	8	15734	20
	CHAPTER 3 MATH				661	8	14903	4.7
	REP READING				63	=	4384	=
	REP MATH				7.7	12	3768	12
	FULL POTENTIAL				199	60	3961	13

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08/06/93 THOMASVILLE HEIGHTS ELEMENTARY

(MUED)
S (CONT.)
TERISTIC
CHARACI
DESCRIPTIVE
GENERAL

C. STA	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL ELI	ALL ELEMENTARY
i	# ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! !	NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 1 1 1 1	; ; ; ; ;		
	K-GARTEN - APS PRE-SCHOOL	•	က	291	νo
	K-GARTEN - HEAD START	•	က	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	**	99	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	87	64	2391	45
	FIRST GRADE - APS K-GARTEN	103	96	4862	06
	FIRST GRADE - NON-APS K-GARTEN	7	8	481	o
	FIRST GRADE - NO K-GARTEN	8	61	09	-
ø.	PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		94.0 93.6 93.7		94.4 94.1 94.1
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		95.7 97.6 97.1		97.2



# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ly.		
Capabilities	Percei	Percentage Receiving "Yes" Rating	siving g	
	School	System	State	
				I. Com
1. Communicative	93	93	92	Α. 1
II I crised Methometical	90	60	00	В.
ii. iogical-mathematical	90	99	8	ပ်
III. Physical	86	97	96	D.
IV Personal	95	76	86	II. Log
	3			Α.
V. Social	94	94	93	В.
				ິບ.
Total Number Reported	129	5,325	95,915	D.

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
SIORDIDII ANI	School	System	State
I. Communicative			
A. Processes Visual Information	96	86	26
B. Processes Auditory Information	92	85	92
C. Communicates Orally	94	16	92
D. Demonstrates Emergent Literacy	94	06	89
II. Logical-Mathematical	ever		
A. Sorts Sets of Objects	26	06	91
B. Makes Comparisons	95	91	91
C. Knows Numbers 1 to 10	<b>36</b>	83	83
D. Extends Patterns	94	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

1989

Department of Research and Evaluation #383:104
7/12/93 I 988



### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors. shapes, letters\*, and words
- interprets pictures
- B. Process Auditory Information
   recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
    - relates experiences uses descriptive language
    - expands speaking vocabulary
- D. Demonstrates Emergent Literacy

- attends to print identifies the main idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - language
     prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals,
  - and letters writes numerals, letters, and words without sambles
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when
  - unsure regarding the answers
    attempts new activities without undue anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



8/18/93

		٠	NUMBER	PERCENT
STAGE 2:	.:	SCRIBBLE WRITER	-	<b>50</b>
STAGE 3:	 e	INVENTED WORD WRITER	=	<b>89</b> 5.
STAGE 4:	 •	COPIER	28	21.7
STAGE 5:	ۍ 	NEW WORD WRITER	24	18 . 6
STAGE 6:		PHRASE/SENTENCE WRITER	<b>4</b>	35.7
STAGE 7:	7:	SIMPLE STORY WRITER	19	14.7
		TOTAL NUMBER	129	100.0

1991

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLID AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## **Description of Writing Stages**

Pictographic Writer Stage 1

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

**Copier** Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

New Word Writer Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

68

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

THOMASVILLE HEIGHTS ELEMENTARY

	NEBDA
ADEQUATE	

	TOTAL		9	-6		99	2 4	0		Ì	83	<b>8</b> 3			76		0		316	316	)	
	5																					
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	IMPROVEMENT	z	31	∞	-23	•	5 6	ית מי	<b>∞</b>		36	33		?	o c	3 4	<b>2</b> :	=	197	25	2 5	-
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TE		<b>3</b> ¢	21	24	ო	Ų	2 (	œ.	9		18	20	) (	٧		77	<del>-</del>	Ģ.	Ç	- <del>-</del>	- '	7
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			20	32	12	ć	2,	<b>\$</b>	-12		7	+	•	ត		<u>*</u>	œ	9		2 4	٥	-
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			8	. ~	101		ო	က	ღ		-	•	•	4		ល	D.	ណ				
			LEVEL	FVEL	LEVEL		LEVEL	LEVEL	LEVEL		FVEL	1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		LEVEL		LEVEL	LEVEL	LEVEL				
			PRETEST	POSTTEST	DIFFERENCE		PRETEST	POSTTEST	DIFFERENCE		PPETEST		PUSI IESI	DIFFERENCE		PRETEST	POSTIEST	DIFFERENCE				

-14-

1996

+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

# Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, g, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a spelling, or handwriting.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

1998

R&E:ap 10/5/93

**68** 

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHEO RESULTS FOR NON-FICTION

PAGE

THOMASVILLE HEIGHTS ELEMENTARY

	TOTAL	78	73	151
U		70 8 70 8	- 10 m	39 ++
VEEC)	IMPROVEMENT	22 39 17	37	59 21
		% 35 35 11 14 14	32 27 -5	33 26 -7
	LOWER	7 7 5 8 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	23 -33	50 39 -11
ш		× 	524	17 15 15
ADEQUATE	MIDDLE	X + + + + + + + + + + + + + + + + + + +	5 e e	23
		% <del></del> 4 & û	-40	897-
	UPPER	z <del>+</del>	- 60	21 0 6-
	IN.	ж Ф O Ф	000	m 0 m
	EXCELLENT	z n o n	000	က်ဝဏ
		444	വവവ	
		LEVEL LEVEL LEVEL	LEVEL	
		PRETEST POSTTEST DIFFERENCE	PRETEST POSTTEST DIFFERENCE	

-16-

2000

1999

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

### School Content Area Summary

**GRADE 3** 

System Name: ATLANTA CITY

.System Code: 761

School Name: THOMASVILLE HEIGHTS

School Code: 5067

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dark	shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	160 ±2			***			
Literal Comp	168 ±2	Ì			**		
Infer & Crit Comp	157 ±2			***	•		
Reference & Study	168 ±1	1		·	4		
		M = 95			9.=165	Q.P.#158	
MATHEMATICS	165 ±2				•••	•	
Numbers & Num Rel	166 ±2				***		
Operations & Comp	172 ±2						
Geometry	172 ±1	ļ			+	ing ang	
Measurement	173 ±2					. + 11 of .	
Prob & Stat	185 ±1	1			·	<b>+</b>	
PROBLEM SOLVING	166 ±2				**		
		N = 95			8.=167	0.P.=132	
SCIENCE	146 ±1			+			
Life Science	163 ±1		•		<b>+</b> •		
Earth Science	154 ±1	1		+			
Physical Sciance	141 ±1	Ì		+			
Process Skills	156 ±1	1		+			
Env/Sci/Tech/Soc	138 ±2	Ì		**			
		N = 95		s.	8.=167	Q.P.#152	
SOCIAL STUDIES	151 ±2			•• ••			
Communities	154 ±2			**	•		
Citizenship	156 ±3			***			
American Heritage	154 ±1			+			
Skills	168 ±2	1		•	**	•	
	ł	N = 95		\$.	6.=167	0.7.=152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2001

† • the school score



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Neme: THOMASVILLE HEIGHTS

School Code: 5067

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ed area = Str	ite Goal Dark	shaded are	area = Quality Performance 200 225	
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	157 ±2			••••	<u>-</u>	114. Att. 2	
Literal Comp	166 ±2				***		
Infer & Crit Comp	154 ±3			***			
Reference & Study	168 ±1				+		•
		N = 94			G.#165	9.F.=198	<del></del>
MATHEMATICS	165 ±2				•••		
Numbers & Num Rel	170 ±2						
Operations & Comp	171 ±2	ļ				1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	
Geometry	169 ±1				+		
Measurement	174 ±1	}			+	A. H. G. S.	
Prob & Stat	185 ±1					+ · · · · · · · · · · · · · · · · · · ·	
PROBLEM SOLVING	167 ±2				** **		
		N = 93		S.	G.=167	0.P. #192	
SCIENCE *	146 ±2			***		2000	
Life Science	166 ±1				+		
Earth Science	158 ±1			+			
Physical Science	142 ±1			+			
Process Skills	153 ±1			+			
Env/Sci/Tech/Soc	141 ±2			••••		944 	
		N = 94		s	G.=167	9.P:#192	
SOCIAL STUDIES	151 ±2			•••		(West)	
Communities	154 ±2	1		••			
Citizenship	161 ±3			***	+		
American Heritege	156 ±1	1		+		W.r	
Skills	162 ±2	1			• <del>• ••</del>	,	
		N = 94		s	<u>.6.=167</u>	0.P.#132	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Methematics.

However, your school's scores do not indicate quality performance in any content area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

+ = the school seers

ees = the standard error (S.E.)

2002

Note: Centent Area secres are seeled separately and are not simple everages of strand secres.



### **School Content Area Summary**

System Name: ATLANTA CITY

-System Code: 761

School Name: THOMASVILLE HEIGHTS E

School Code: 5067

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded a	rea = Quality Performance
		100 123 150 175	200 225
LANG ARTS: READING	168 ±3	***	
Literal Comp	185 ±4	'	Weekeest.
Infer & Crit Comp	164 ±5	*****	ı
Reference & Study	174 ±2	· · · · · · · · · · · · · · · · · · ·	
	<del></del>	N = 83 S. 8. 9162	A.P.#187
MATHEMATICS	161 ±2	****	
Numbers & Num Rel	169 ±2	· · · · · · · · · · · · · · · · · · ·	
Operations & Comp	160 ±2	****	• :
Geometry	166 ±1	' <u></u>	
Measurement	163 ±3		
Prob & Stat	187 ±2		
PROBLEM SOLVING	166 ±2		<b>-1-</b>
		N = 85 S. 8. 2167	A.P. #152
SCIENCE	149 ±1	++	
Life Science	156 ±1	<b>'</b> .	
Earth Science	155 ±1	***	
Physical Science	159 ±1	+	
Process Skills	156 ±2	*	
Env/Sci/Tech/Soc	145 ±0	•••	
	1	N = AE	
SOCIAL STUDIES	148 ±1		A.P. #192
Geog Regions	151 ±1	+_	
Canada Hist/Goog	No report	op .	· ·
U.S. pre-1791	159 ±1	Strend centains fewer than ten items.	
U.S. 1791-1875	152 ±0	+	•
U.S. 1875-1932	157 ±1	†	
U.S. 1932-present	161 ±1	<b>+</b>	
Skills	150 ±3	+	
341119	120 23	***	
HEALTH	144 43	N = 85 S.G.=176	A.P.=18E
	164 ±1	*	
Safety	No report	Strend centains fewer than ten items.	:
Nutrition	165 ±1	+	
Personal Health	No report	Strand contains fewer than ten items.	
Substance Abuse	176 ±1	+	•
Growth, Dev & Fam	163 ±1	+	<u>, '</u>
Mental Health	No report	Strand contains fewer than ten items.	
		N = 45 S.C.=170	Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Language Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

<sup>\*\*\* -</sup> the standard error (S.E.)



<sup>+ -</sup> the school score

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: THOMASVILLE HEIGHTS E

School Code: 5067

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.				rea = Quality Perfor	mance
LANG ARTS:READING	168 ±3	100 125	150		200	22
Literal Comp	168 ±5			***	_ <del></del>	
Infer & Crit Comp		1			******	
	157 ±5		4	*****		
Reference & Study	175 ±2			*****		
MATHEMATICS	141 40	N = 81		S.G.=162	Q.P. ±167	
Numbers & Num Rel	161 ±2			***	<del></del>	_ <del></del>
	168 ±1			+		
Operations & Comp	164 ±2	1		**		
Geometry	166 ±1	İ		·+•		
Measurement	163 ±3			***		
Prob & Stat	187 ±2	[		•	andres of	
PROBLEM SOLVING	172 ±2	[		***	•	
		N = 81		\$.6.=167	Q.P.×192	
SCIENCE	150 ±1		•†•			
Life Science	157 ±1		T	++-		
Earth Science	156 ±1			17 • <del> •</del>	·	
Physical Science	164 ±0			•		
Process Skills	156 ±2	Į .		† •• <del>[</del> ••		
Env/Sci/Tech/Soc	151 ±1		•†•	•		
	<u></u>	N = 81	7	S.G.=168	0.F.×193	
SOCIAL STUDIES	152 ±1		•		#.F.# <u>174</u>	
Geog Regions	160 ±1		~î	1" • <del> •</del>		
Canada Hist/Geog	135 ±0			7-		
U.S. pre-1791	162 ±1		ſ	حلم		
U.S. 1791-1875	153 ±1			<b>+</b>		
U.S. 1875-1932	156 ±1		•	<del></del>		
U.S. 1932-present	162 ±1			+	A.C	
Skills	154 ±3	1		. <del>* *</del>		
	1	N = 81	•	<del>~~~</del>	N. A.	
HEALTH	169 ±1	7 - 94		S.G.=170	Q.P. #19\$	
Sfty/Prs/Mnt1 H1th	176 ±1			•	·	
Nutrition	166 ±1			+	* • • • • • • • • • • • • • • • • • • •	
Substance Abuse	181 ±1			+	10 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Growth, Dev & Fam				į	<b>+</b>	
STOWTH, DEV & PAR	166 ±0			†		
		N = 80		5.6.=170	Q.P.=19S	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>+ =</sup> the school score

<sup>\*\*\* -</sup> the standard error (S.E.)

Ite: Centent Area scores are scaled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

umbe es te es te 1993 110 110 110 81 82 82 82 856 856 856 1993 1099 1099 1099 1099 1099 1099 1099	Numbe Teste 1993   1997   110   110   112   112   112   112   112   113   81   81   81   81   81   81   8		Number Percent At/Above Tested National Norm(NP*50)	1993 +Diff	10 85 52 61 80	67 52 73	00 68 60 35 36	82 70 52 47 43	81 63 47 63 56	71 53 57 55 -2	56 54 51 -3		Mathematics	Number Percent At/Above Tested National Norm(NP=50)	1993 +D1ff		109 85 86 73 76
---	---	--	---	------------	----------------	----------	----------------	----------------	----------------	----------------	-------------	--	-------------	---	------------	--	-----------------

\* Difference = 1993 - 1992

<del>ب</del> ٠.

23,687

Elem. 1-5 Schools School Total

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THOMASVILLE HEIGHTS ELEMENTARY 42777 SCHOOL:

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

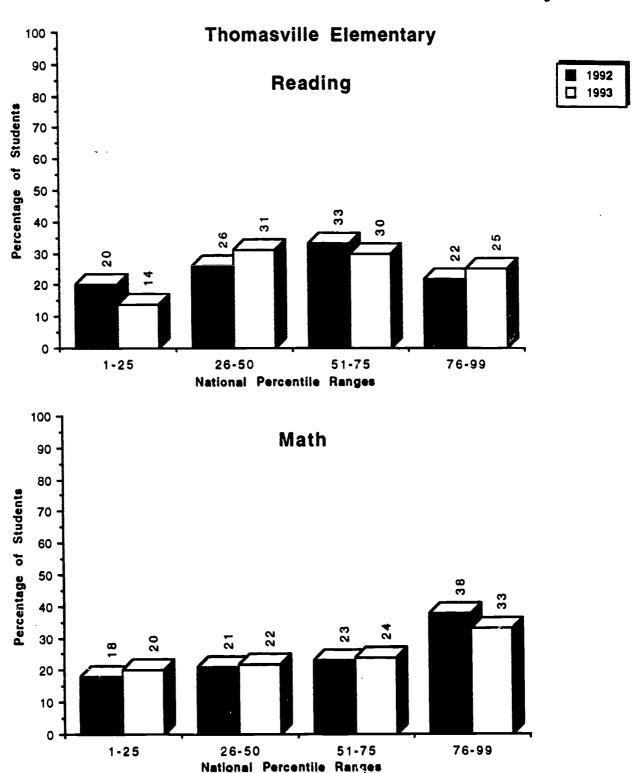
		READING		¥ I	MATHEMATICS	s o
GRADE	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	76	75	80	<b>4</b> 6	72	77
8	102	65	28	101	80	79
. C	. SS	31	36	82	29	34
3 6	72	E	<b>4</b> 3	7.1	38	54
90	72	42	28	72	38	23
SCHOOL TOTAL	425	238	26	423	257	61
ELEMENTARY K-5 SC	SCH00LS 21,280	11,200	53	21,123	12, 103	57

-22-

2008

BEST COPY AVAILABLE

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency







1

		:1cs	1993	29	27	<b>‡</b>	38
		Mathematics	1992	36	33	34	34
			z	33	2	3	33
Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years*	School		c	. 2	6	80	*
Ch ts with			Gain	2	G1	80	7
Studen		<b>p</b>	1993	46	42	<b>4</b> 6	46
		Reading	1992	3.6	33	38	32
			z	42	29	7	39
			Grade	O2 SWP	O3 SWP	04 SWP	OS SWP

Gain

23 9

System           Grade         N         1992         1993         Gain         N         1992         1993           02 Non SWP         589         35         38         3         4         35         19           03 Non SWP         783         34         35         1         444         36         47           04 Non SWP         738         38         4         444         34         35           04 SWP         87         36         42         6         35         35           04 SWP         738         34         40         6         744         34         35           05 Non SWP         764         34         34         36         4         36         35         36           05 Non SWP         764         34         36         4         6         744         34         39           05 Non SWP         764         34         36         6         6         747         34         39           05 Non SWP         764         36         45         6         74         34         39			Gain	7	Ξ	7	-	8	ო	വ	<b>60</b>
N         1992         1993         Gain         N           589         35         38         4         476           783         34         35         1         444           791         33         38         5         444           738         34         38         4         670           827         36         42         6         747           764         34         40         6         747           889         36         45         9         858		tcs	1993	46	47	38	35	37	38	39	42
N         1992         1993         Gain         N           589         35         38         4         476           783         34         35         1         444           791         33         38         5         444           738         34         38         4         670           827         36         42         6         747           764         34         40         6         747           889         36         45         9         858		Mathemat	1992	39	36	39	<b>3</b> 6	35	32	34	34
Reading       N     1992     1993     Gain       589     35     38     3       574     35     39     4       783     34     35     1       791     33     38     5       738     34     38     4       827     36     42     6       764     34     40     6       889     36     45     9											
Reading       N     1992     1993     Gain       589     35     38     3       574     35     39     4       783     34     35     1       791     33     38     5       738     34     38     4       827     36     42     6       764     34     40     6       889     36     45     9											
Reading       N     1992     1993     Gain       589     35     38     3       574     35     39     4       783     34     35     1       791     33     38     5       738     34     38     4       827     36     42     6       764     34     40     6       889     36     45     9	Ę	1									
Reading       N     1992     1993       589     35     38       574     35     39       783     34     35       791     33     38       738     34     38       827     36     42       764     34     40       889     36     45	Syste										
N 589 574 783 791 791 764 889			Gain	က	4	-	ß	4	9	9	თ
N 589 574 783 791 791 764 889		9	1993	38	39	32	38	38	42	0	45
		Readir	1992	35	32	34	33	34	36	34	36
Grade 02 Non SWP 03 SWP 03 SWP 04 Non SWP 06 SWP 05 SWP			z	589	574	783	791	738	827	764	883
Grade 02 Non 03 Non 03 SWP 04 Non 05 Non			_	SWP		SWP		SWP		SWP	
00 00 00 00 00 00 00 00 00 00 00 00 00			3rade	Non	SWP	Š		Š		Š	
			9	00	0	03	03	2	9	05	02

<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded
Key: SWP \* School Wide Project School(s)
NonSWP \* NON-School Wide Project School(s)

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	'	ო	-29	12	Ξ					Gain	4	ღ-	а	φ
tics	1992 1993		<b>₹</b>	59	<del>-</del>	40				itics	1993	43	34	37	<b>Q</b>
Mathema	1992	;	<b>Q</b>	28	53	29				Mathema	1992	39 43	37	35	34
	z	9	<u>.</u>	Ξ	17	8					z	681	707	954	866
		•						ı	System						
	Gain	:	9	4	7	8							61	4	7
ğ.	1992 1993 Gain	;	7	7	<b>‡</b>	<b>4</b> 8									
Read	1992	8	35	37	37	25				Read	1992	36 36	33	35	35
	z	8	7.7	19	21	6					z	857	983	1062	1055
	Grade	8	Š	03	<b>5</b>	02					Grade	03	03	8	02

2013

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2012

+ Scores for students in the Program for Exceptional Children are excluded



1992-93 Progression Status Report

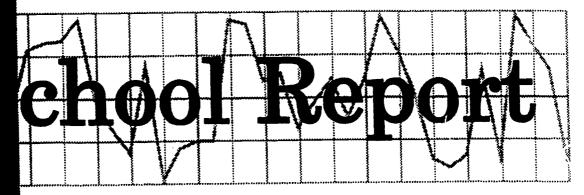
Grades K - 5

		Pro	Promoted	Admin. Placed	aced	Ret	Retained	Total
Grade	_	z	Percent	z	Percent	Z	Percent	z
<b>*</b>	School	129	<u>8</u>					. 129
	System	5,184	95			294	ភេ	5.478
10	School	101	06	-	-	10	σ	112
	System	4.879	6 <b>8</b>	202	•	408		5,489
02	Schoo l	117	<b>96</b>	-	-	7	8	120
	System	4,527	6	257	រភ	185	•	696.₽
	School	86	16	9	3			101
	System	4,598	92	260	ន	113	2	4.971
<b>90</b>	School	68	96	Э	8	-	-	93
	System	4,608	94	227	ស	82	2	4.917
90	School	92	<b>5</b>					95
	System	4,588	96	191	4	20		4,799
	School	629	76	œ	-	13	R	650
	System	System 28.384	66	1,137	•	1, 102	•	30,623





### ATLANTA PUBLIC SCHOOLS



1992-93

### TOOMER ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### TOOMER ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Carol Vivona, Research Assistant

ERIC Full fext Provided by ERIC

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

	Critical Questions	Findings
I	General Descriptive Characteristics	
	What critical school factors may have	<ul> <li>Student enrollment declined over a three-year period.</li> </ul>
	iniuencea stuaent periormance:	• The student mobility index (.38) was exactly the same as that of the system. Fifteen percent of the students were enrolled less than seven attendance periods.
		• Forty percent of the kindergarten students entered school with little or no preschool experience as compared to 45 percent of the kindergarten students systemwide.
		<ul> <li>All first grade students attended kindergarten.</li> </ul>
_		<ul> <li>Student attendance increased to 95.3 percent and remained above the system average.</li> </ul>
		<ul> <li>Staff attendance also increased to 98.2 percent and was above the system average.</li> </ul>
=	Performance-Based Assessment	
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• Based on GKAP results, special attention may be needed in the Communicative at 1 Personal Capabilities. The data reported for the key indicators for the Communicative and Logical-Mathematical Capabilities can not be used for comparison purposes because no information was recorded for approximately one-third of the students.
	B. What was the ending performance of kindergarten students in writing?	• Over 50 percent of the kindergarten students were either Phrase/Sentence Writers or Simple Story Writers by the end of the school year. However, over 40 percent of the students were in the first four writing stages.

l 	Critical Questions	Findings
=	. Performance-Based Assessment (contd.)	
	C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• By the end of the school year, there was an overall increase in the percentage of students scoring in the Excellent category and a corresponding decrease in the percentage of students scoring in the Needs Improvement category. This trend was not evident in grade 5 in the area of fiction. For these students, at the end of the year, more had scores in the Needs Improvement category and fewer had scores in the Excellent category. The data available for grade 3 appear to be incomplete based on the small number of students for whom pretest and posttest results were reported.
Ħ	<ol> <li>Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5</li> </ol>	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
	A. Grade 3	• Taking into account the standard error, the scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the areas of Language Arts and Mathematics. Strands in which the state goal was met or exceeded both years included: Literal Comprehension and Reference and Study (Language Arts), all strands in the area of Mathematics, and Citizenship and Skills (Social Studies). Additional strands in which the state goal was met in 1993 only included Inference and Critical Comprehension (Language Arts) and Life Science (Science). Quality performance was not indicated in any of the content areas or strands in either 1992 or 1993.
	B. Grade 5	In the fifth grade, students' scores met or exceeded the state goal in the areas of Language Arts and Health in both 1992 and 1993 and in the area of Mathematics in 1993 only. Specific strands for which the state goal was met or exceeded both years included all strands in the area of Language Arts; Numbers and Number Relations, Probability and Statistics, and Problem Solving (Mathematics); and Nutrition and Substance Abuse (Health). Additional strands in which the state goal was met in 1993 only included Measurement and Geometry (Mathematics) and Safety/Personal Health/Mental Health (Health). Quality performance was indicated for the Literal Comprehension strand in both 1992 and 1993.

-2-

	Critical Questions	Findings
<b>IV</b> .	lowa Tests of Basic Skills (ITBS)	
	Were there changes in reading/mathematics achievement with respect to the following:	
	A. Regular-program students?	<ul> <li>Schoolwide, the percentage of students with scores at or above the national norm in reading remained at 40 percent. The only grade with more than one-half of the students scoring at or above the national norm in reading was grade 4.</li> </ul>
		<ul> <li>In mathematics, there was a 12-point decrease in the percentage of students with scores at or above the national norm.</li> </ul>
	B. Students who attended the school for seven or more attendance periods?	<ul> <li>In both reading and mathematics, the ITBS performance of students who attended Toomer at least seven attendance periods was slightly higher than the performance of the entire student body tested at Toomer.</li> </ul>
	C. The percentage of students scoring within each quadrant?	• In reading, there were only minor shifts in the distribution of test scores. There were slight increases in both the lowest (1st - 25th) and highest (76th - 99th) percentile ranges and slight decreases in the two middle quadrants.
		• In mathematics, the changes were more dramatic. There were decreases in the percentages of students scoring at or above the national norm at both the 51st to 75th percentile range and the 76th - 99th percentile range.
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Traditional Program	<ul> <li>Chapter I students made NCE gains in grades 2 and 4 in reading and mathematics. The mean NCE gains made by Toomer's students were greater than those made by similar Chapter I students systemwide in grade 2 in reading and in grade 4 in reading and mathematics.</li> </ul>
	B. Remedial Education Program (REP)	<ul> <li>Similarly, NCE gains made by Toomer's REP students were greater than those made by REP students systemwide in grade 2 in reading and in grade 4 in both reading and mathematics.</li> </ul>

-3-

Critical Questions	VI Duagnossion Status
	5

R&E/CV:If:jep October 27, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Elementary School (continued)

### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 TOOMER ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5) PRE-K (APS PRE-SCHOOL) <u>٠</u>

ACTIVE ENROLLMENT (END OF YEAR)

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						UITTERENCE		1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		1990-91	1991-92	1992-93	2 YEARS	2 YEARS PERCENT	3 YEARS	PERCENT
1001			305	286		-6.2	-51	-15.1
SCHOOL ALL ELEMENTARY	NTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3
STAFF/SCH	STAFF/SCHOOL FACTORS (END OF	YEAR)			SCHOOL		ALL ELE	ALL ELEMENTARY
8 1 1 1 1	1 8 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
1 TOILO	S ON ACTIVE BOLL:						!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	t
	SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS NIDANCE PERIOD	Š		244 42	85 	27498 3982	13
2. PUPIL	PUPIL TRANSFERS:					i		(
i	NUMBER/PERCENT OF PUPILS	3 3 2 3	TO SCHOOL		88 9.6 9.6	<del>,</del> 0	9541 3873	6 5 5
	MUMBEK/PEKCENI OF POFILS MOBILITY INDEX		2		88 8.	•	38	
3. PUPIL	PUPIL-TEACHER RATIO				22.0		22.2	
4. OUT-(	OUT-OF-SCHOOL SUSPENSIONS	Ş			•	0	11.	0
5. PUPII	PUPILS IN PROJECTS:							
•	CHAPTER I READING				<b>6</b> 7	23	15734	20
•	CHAPTER I MATH				2	19	14903	47
_	REP READING				\$	6	4384	7
-	REP MATH				33	12	3768	12



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# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

C. STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL ELI	ALL ELEMENTARY
1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	DE:	:	:	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
K-GARTEN - APS PRE-SCHOOL	11	23	291	ហ
K-GARTEN - HEAD START	8	•	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	2	. 35	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	NTHS 19	<b>Q</b>	2391	45
FIRST GRADE - APS K-GARTEN	43	6	4862	06
FIRST GRADE - NON-APS K-GARTEN	6	7	481	on.
FIRST GRADE - NO K-GARTEN	•	0	09	•
6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		99 99.5 6.3 9.5		0 0 0 4 4 4 4
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		98.7 97.4 98.2		97.2 97.4 97.4



# Georgia Kindergarten Assessment Program

Overal	Overall Capability	ty		Str
Capabilities	Percei	Percentage Receiving "Yes" Rating	eiving g	Capabi
•	School	System	State	ney n
				I. Communica
1. Communicative	88	93	92	A. Processe
I I make the second of the sec	90	60	03	B. Processe
ii. Logica, marilematicai	06	96	8	C. Commun
III Physical	93	97	96	D. Demonst Literacy
IV Parconal	87	96	66	II. Logical-Ma
	5			A. Sorts Set
V. Social	93	94	93	B. Makes C
				C. Knows N
Total Number Reported	46	5,325	95,915	D. Extends

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
ney indicators	School	System	State
I. Communicative	11		
A. Processes Visual Information	69	86	65
B. Processes Auditory Information	29	92	92
C. Communicates Orally	59	91	92
D. Demonstrates Emergent Literacy	57	96	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	69	06	91
B. Makes Comparisons	69	91	91
C. Knows Numbers 1 to 10	54	93	93
D. Extends Patterns	54	82	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information
  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
    interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
  - discriminates similarities/differences in
  - follows one- and two-part oral directions
     repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*

  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print idea of a picture
  - sequences pictures to tell a story
  - makes predictions
  - distinguishes between letter\*, word\*, and
  - sentence dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences\*
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals,
  - and letters writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers
     attempts new activities without undue
  - anxiety or fear plays well with other children
- B. Initiates Independent Activities Chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly
  - follows classroom rules
  - I treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tanks
    - carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.



S 1 0			42784
SCHO	LOPMENT .	- 1993	
PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	SCHOOL
ATLANTA	STAGE OF	END OF	TOOMER ELEMENTARY SCHOOL
<u>⊢</u> ◀			DOME R

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TOOMER ELEMENTARY SCHOOL	
ELEMENTARY	
TOOMER	

PERCENT	6.8	6. 6.	6.7	17.8	6.7	15.6	35.6	100.2
NUMBER	•	•	6	60	e	7	ā.	45
	STAGE 1: PICTOGRAPHIC WRITER	SCRIBBLE WRITER	INVENTED WORD WRITER	COPIER	NEW WORD WRITER	PHRASE/SENTENCE WRITER	SIMPLE STORY WRITER	TOTAL NUMBER
	<del></del>	.;	 	<b>.</b> ∵	.: 21	 <b>9</b>	7:	
	STAGE	STAGE 2:	STAGE 3:	STAGE 4:	STAGE 5:	STAGE 6:	STAGE 7:	

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a or simple story writers by the end of the kindergarten year.

## Description of Writing Stages

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Stage 2 Scribble Writer
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Stage 3 Invented Word Writer
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4 Copier

-12-

- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 5 New Word Writer
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story
- Stage 6 Phrase/Sentence Writer
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Stage 7 Simple Story Writer
- Child's story consists of short related sentences.
- Stage 8 Intermediate Story Writer
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Stage 9 Advanced Story Writer
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.



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TOOMER ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		36	36		<b>8</b>	<del>6</del>		49	<b>4</b> 9		(	6 4	}		151	151	
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		*	22	9	- 16	22	9	- 16	50	53	თ		7 +	*		21	17	7
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	! !	×	22	58	36	22	17	ဌာ	7	22	œ	,	<u> </u>	4 00		16	24	80
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	EXCELLENT	z	0	9	9	-	-	0	-	5	on .	,	N (	9 9		4	17	13
			~	8	8	ო	ო	ო	4	4	4	,	ព ៤	വ				
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		רבעבר - בעבר	LEVEL				
			PRETEST			PRETEST			PRETEST	POSTTEST	OIFFERENCE		PKEIESI	DIFFERENCE				

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.



### ERIC

## Periodic Reading Surveys

measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, g, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a spelling, or handwriting. student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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R&E:ap 10/5/93

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

TOOMER ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		48	48		49	49	!	,	4	97	
1	DS FRENT	×	34	25	9	65	53	9		84	4	9
	NEEDS	z	<u>.</u>	12	၉-	32	53	6-		47	4	9-
		*	2	13	80	20	50	0		21	16	'n
	LOWER		o	g	7	0ţ	9	0		70	16	7
<b>4</b>		<b>&gt;</b> 2	53	5	<del>-</del>	4	<b>*</b>	0		16	<b>*</b>	-5
ADEQUATE	MIDDLE	z	<u>*</u>	7	-7	2	7	ഗ		16	7	-5
	!	<b>3</b> 4 (	2	21	Ξ	5	0	-10		õ	5	0
	UPPER	z ʻ	ဂ	2	ហ	ស	0	ស		9	ō	0
	ENT	*	<b>20</b>	27	<del>6</del>	0	9	φ		4	16	5
	EXCELLENT	z`	•	<del>-</del>	on .	0	ო	ო		4	16	5
		•	•	4	4	ഗ	က	ស				
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL				
					OIFFERENCE	PRETEST	POSTTEST	DIFFERENCE				

2043

2045

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

ERIC PRINTER PRODUCTION

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: TOOMER, FRED A ELEM

School Code: 5567

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/ Strand	Score/ S.E.				shaded an	a = Quality Per	formance
		100	125	150	1 <u>7</u> 5	200	225
LANG ARTS: READING	162 ±3			•••			
Literal Comp	173 ±4				****		
Infer & Crit Comp	158 ±4	ة ا	<b>&amp;</b>	****	•		
Reference & Study	170 ±2	]		•	**		
	ļ <u>.</u>	N = 41		s.	6.9165	Q.P.#146	
MATHEMATICS	168 ±3				***		
Numbers & Num Rel	169 ±3				***	•	
Operations & Comp	177 ±2					· ·:	
Geometry	171 ±2	1			***		
Measurement	172 ±2	<u> </u>			**	•	
Prob & Stat	189 ±2	]			•	entes.	
PROBLEM SOLVING	168 ±3				***	1	
		N = 41		s.	e.=167	2.P.#142	
SCIENCE	146 ±2			•••		· · · · · ·	
Life Science	163 ±2	j	•		<del>- </del>		1
Earth Science	155 ±2			***	•		<u> </u>
Physical Science	140 ±1	1		•+•			÷ .
Process Skills	154 ±1			•		**************************************	
Env/Sci/Tech/Sec	146 ±4			****			
		H = 41		•	Q.=167	8.P. #152	
SOCIAL STUDIES	161 ±3	}		••••	***		
Communities	163 ±2			,	• <del>•</del>		
Citizenship	170 ±4				*****		
American Heritage	159 ±2	1		•• ••	<b>.</b> ,		
Skills	168 ±2			ı	• • • •		
		M = 41		\$.	9.=167	Q.F.#192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: TOOMER, FRED A ELEM

School Code: 5567

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shad	ied area = S	tate Goai	Dark shaded are	a = Quality Perform	nance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	166 ±4				****		;
Literal Comp	172 ±4	1			, <del> </del>		
Infer & Crit Comp	163 ±5				1 ****** <del> *****</del>		• •
Reference & Study	172 ±2				, a <del>ojos</del>		
		M = 36			S.G.=165	0.F.×19#	_
MATHEMATICS	171 ±3				***		
Numbers & Num Rel	172 ±3	}			****		•
Operations & Comp	178 ±3				***********		
Geometry	172 ±2				****		:
Measurement	174 ±2				***	1. 300 o o o o	
Prob & Stat	188 ±2				,	andrea ( )	٠
PROBLEM SOLVING	170 ±3		•		***		
	ļ	N = 37		_	S.G.=167	9.P.×192	
SCIENCE *	149 ±3			***		[fig]]	
Life Science	170 ±2						
Earth Science	159 ±2	1			••••		
Physical Science	141 ±2			**			
Process Skills	155 ±2			•	<del> </del>	West, - C	
Env/Sci/Tech/Soc	143 ±4	1		****		###. 1.4	
	<del> </del>	N = 37			S.G.=167	9.P. x192	
SOCIAL STUDIES	162 ±3				••••		
Communities	162 ±2				•• ••		•
Citizenship	170 ±4				****		
American Heritage	162 ±3				***	State and the	
Skills	166 ±3	1			***	3.74 m.,	
		N = 37			S.G.=167	0.P.*192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an Increased weighting on Process Skills

Full Text Provided by ERIC

<sup>+ -</sup> the school seere

<sup>\*\*\* \*</sup> the standard error (S.E.)

Note: Content Area seems are seeled separately and are not simple averages of strand seems.

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: TOOMER, FRED A ELEM

School Code: 5567

**GRADE 5** 

Date Printed: 11NOV92

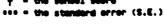
Content Area/	Score/	Light shaded area 4 State Goal, dark shaded area = Quality Performance
Strand	\$.E.	100 125 150 175 200 225
LANG ARTS: READING	174 ±4	****
Literal Comp	195 ±5	· · · · · · · · · · · · · · · · · · ·
Infer & Crit Comp	173 ±6	· · · · · · · · · · · · · · · · · · ·
Reference & Study	175 ±2	
	<u> </u>	N = 52 S.S.=162 A.P.=187
MATHEMATICS	160 ±3	***
Numbers & Num Rel	166 ±2	• •
Operations & Comp	161 ±2	- <del></del>
Geometry	165 ±1	· +
Measurement	161 ±4	· · · · · · · · · · · · · · · · · · ·
Prob & Stat	182 ±3	respins
PROBLEM SOLVING	167 ±3	•••
		N = 51 S.S.=167 S.P.=152
SCIENCE	151 ±2	•••
Life Science	158 ±1	+
Earth Science	160 ±2	····
Physical Science	161 ±1	+
Process Skills	154 ±3	***
Env/Sci/Tech/Soc	145 ±1	+ '
	1	M = 52 S.S. =165 S.P. =195
SOCIAL STUDIES	152 ±2	·······
Geog Regions	156 ±2	
Canada Hist/Geog	No report	Strend centains fewer then ten items.
U.S. pre-1791	161 ±1	+
U.S. 1791-1875	152 ±1	+ '
U.S. 1875-1932	161 ±1	' <b>+</b>
U.S. 1932-present	162 ±1	+
Skills	151 ±3	
		N = 52 S.B. =178 A.P. =188
HEALTH	172 ±2	<b>+</b>
Safety	He report	Strand contains fower than ten items.
Nutrition	169 ±1	+
Personal Health	No report	Strand centains fewer than ten items.
Substance Abuse	183 ±2	- <del></del>
Growth, Dev & Fem	166 ±1	+
Mental Health	No report	Strend contains fewer then ten items.
••	1	N = 52 S.S.=176 Q.P.=192

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

+ - the school score



-18-

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: TOOMER, FRED A ELEM

School Code: 5567

**GRADE 5** 

Date Printed: 18AUG93

Content Area/ Strand	Score/ S.E.	1	te Goal Dark shaded an	ea = Quality Perform	
LANG ARTS: READING	175 ±4	100 125	150 175	200	225
Literal Comp	198 ±4		****		
Infer & Crit Comp	166 ±5			acrofica.	
Reference & Study	178 ±3	ļ	*******		
Kerel Gilde & Stady	170 13	N = 42			
MATHEMATICS	164 ±3			Q.P.=367	
Numbers & Num Rel	171 ±2				
Operations & Comp	162 ±2				
Geometry	166 ±1				
Measurement	165 ±4		• <del> </del> •		
Prob & Stat	193 ±3		****		
PROBLEM SOLVING	173 ±3		anal	400144	
		N = 42	\$.9.=167	0.P.±192	
SCIENCE	156 ±2		***		
Life Science	157 ±1		<b>+</b> •		
Earth Science	160 ±1		+•		
Physical Science	165 ±1		l' •i•		
Process Skills	162 ±3		***		•
Env/Sci/Tech/Soc	150 ±1	·	<b>+</b>	94/4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	
		N = 42	S.G.=168	0.7.*193	
SOCIAL STUDIES	152 ±1		<b>+</b>		_
Geog Regions	160 ±1		' <b>+</b> +		
Canada Hist/Geog	134 ±0	+	•		
U.S. pre-1791	162 ±1	'	<b>+</b> •		.**
U.S. 1791-1875	151 ±1		<b>+</b> '		
U.S. 1875-1932	158 ±1		' <b>+</b>		
U.S. 1932-present	160 ±1	•	, +•		
Skills	158 ±3		***		
	ļ	N = 42	S.G.=179	0.P.=19\$	
HEALTH	171 ±2	1	***	19 A. C. S	
Sfty/Prs/Mnt1 H1th	178 ±2		, 		
Nutrition	169 ±1		•		
Substance Abuse	182 ±1		•	+ 22.00	
Growth, Dev & Fam	166 ±1	1	<b>+</b> •		
		N = 42	S.G.=170	0.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the ereas of Language Arts: Reading, Mathematics, and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school seere

<sup>--- =</sup> the standard error (S.E.)

<sup>.)</sup>to: Content Area secres are sealed separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

i	Percent At/Above National Norm(NP=50)	1990 1991 1992 1993 +D1ff	80 56 30 33	56 41 52 40	60 48 24 24	47 42 46 67	47 39 44 31	58 45 40 40	60 54 54 51
	Number Tested	1993	45	0	38	46	42	211	23,856
								School Total	Elem. 1-5 Schools

10
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Number Percent At/Above Tested Norm(NP=50)	1990	44 100	40 71 63	38 72 45	47 47	42 37 45	211 60 58	23,687 67 60
		·					School Total	Elem. 1-5 Schools 23

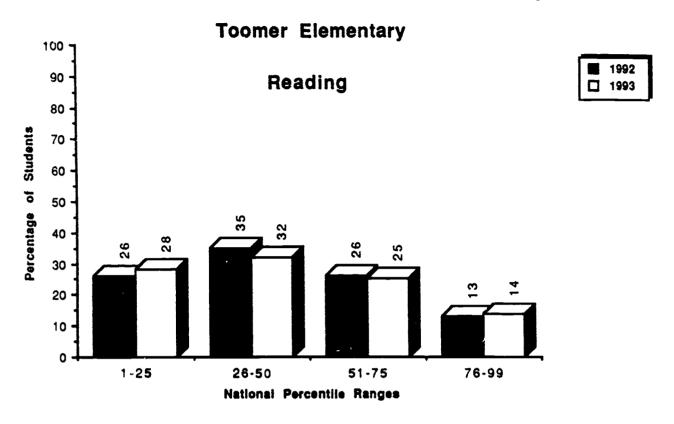
\* Difference = 1993 - 1992

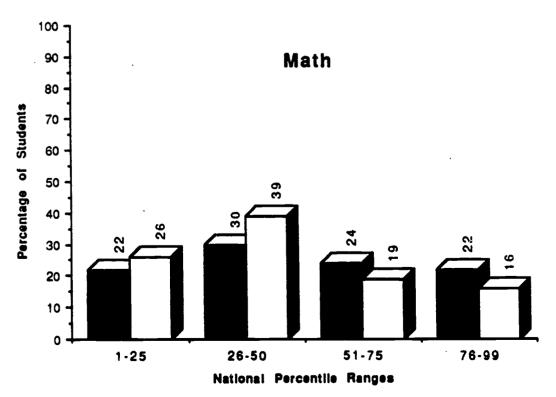
SCHOOL: 42784 TOGMER ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE CHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\* \*\* SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

		READING		<b>X</b>	MATHEMATICS	s o
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
5	37	4	38	36	7	39
6 0	₹ 8	7	7	34	17	20
03	34	თ	56	34	7	4
4	33	56	29	<b>9</b>	17	<b>4</b> 3
<b>S</b>	7	13	32	<del>-</del>	œ	50
SCHOOL TOTAL	185	91	<b>‡</b>	185	70	38
ELEMENTARY K-5 SCHOO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993



Chapter I Results
Mean NCE Gains
Students with ITBS Results for Iwo Years\*

7

School

		3		7 7	7				1							<b>co</b>
atics	1993	4		4	ĕ		fathematics	199	46	47	88	35	37	38	39	42
Mathen	1992	12 39 42		9	34		Kather	1992	476 39 46	36	38	34	32	32	34	34
	z	5		46	24			z	476	494	556	444	670	732	747	858
						System										
		=							က							6
<b>D</b>	1993	30	<b>78</b>	52	35		g.	1993	35 38	33	35	38	38	42	9	45
Read	1992	8	29	38	38		Reading	1992	35	35	34	33	34	36	34	36
	z	%	=	50	9			z	589	574	783	191	738	827	764	889
	Grade	02 Non SWP	03 Non SWP	04 Non SWP	05 Non SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	O5 Non SWP	OS SWP

<sup>+</sup> Scores for students in the Program for Exceptional Children are excluded

Key: SWP = School Wide Project School(s)

NonSWP = NGN-School Wide Project School(s)

		atics	1993	39	28	6	28		atics	1993	43
		Mathematics	1992	33	32	30	<b>58</b>		Mathematics	1992	38
n Plan (REP) Results NCE Gains Results for Two Years*			z	o,	-	<b>9</b>	15			z	681
Remedial Education Plan (REP) Results Mean NCE Gains udents with ITBS Results for Two Year	School		۽ ا					System		<u> </u>	1
Remedial Educatio Mean Students with ITBS			Ga tn	18	-	19	•			Gain	
Remo		gu	1993	42	53	52	ဗ္ဗ		Ing	1993	36
		Reading	1992	24	<b>58</b>	33	35		Reading	1992	36
			z	15	Ø	13	£			z	857

Grade

Gatn

Ga tn

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Grade  \* Scores for students in the Program for Exceptional Children are excluded

8/04/93 TOOMER ELEMENTARY SCHOOL

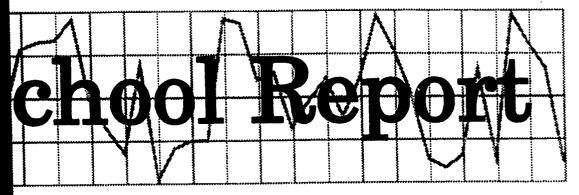
1992-93 Progression Status Report S

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			Promoted	Admin. Placed		Ret	Retained	Total
Grade	_	z	Percent	2	Percent -	z	Percent	z
¥	School	45	001					45
	System	5, 184	95	:		294	S	5.478
5	School	39	98	4	6	С	7	46
	System	4,879	<b>6</b>	202	•	408	7	5,489
02	School	45	001					45
	System	4,527	6	257	ស	185	•	4,969
60	School	34	£8	<b>60</b>	61			42
	System	4,598	93	260	S	113	2	4,971
2	School	47	68	9	11			53
	System	4,608	94	227	ស	83	2	4,917
S	School	47	85	60	<del>2</del>			55
	System	4,588	96	191	4	20		4,799
	School	257	06	26	G.	m	-	286
	System	System 28,384	6	1,137	•	1,102	•	30,623



### ATLANTA PUBLIC SCHOOLS



1992-93

## TOWNS ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# TOWNS ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factc. may have influenced student	• The enrollment of Towns as a K - 5 school in 1993 was 402 students.
performance?	Fewer students (82 percent) remained on active roll for seven or more of nine attendance periods in 1993, as reflected in the increased mobility index of .54.
	<ul> <li>The average class size was 21 students. Student attendance of 94 percent and staff attendance of 97 percent were the same as the systemwide averages.</li> </ul>
	<ul> <li>Towns operated a preschool program from which 12 percent of the kindergarten students attended. An additional 44 percent attended Head Start or other community preschool programs prior to entering school.</li> </ul>
	<ul> <li>All of the first grade students, except one, attended kindergarten.</li> </ul>
	<ul> <li>Programs for instructional support included Chapter I, Remedial Education,         Exceptional Children, computer-assisted instruction and local projects and         services.     </li> </ul>
0902	2061



(				
9	Critical Questions		Findings	
	II. Performance-Based Assessment	• The perfort products an	The performance-based assessment consisted of classroom tasks, student products and observations to measure student progress.	
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The GKAP behavioral five areas. areas were Physical (9 of 87 to 96 structured a A small gre	The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 69 kindergarten students in five areas. The percentages of students receiving "Yes" rating on these five areas were Communicative (97 percent), Logical/Mathematics (93 percent), Physical (99 percent), Personal (99 percent), and Social (99 percent). A range of 87 to 96 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical. A small group of students needed additional instruction for Knows Numbers From 1 to 10 (12 percent) and Emergent Literacy (13 percent).	
	B. What was the ending performance of kindergarten students in writing?	• The end-of were scored showed the Pictograph (6), New W (16), Intern majority of sentences, story that h	The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 67 students showed the following number of students in each stage of writing development: Pictographic Writer (6), Scribble Writer (2), Invented Word Writer (10), Copier (6), New Word Writer (2), Phrase/Sentence Writer (16), Simple Story Writer (16), Intermediate Story Writer (9) and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences, write a story that consisted of short related sentences, and to write a story that had a beginning, middle and end.	<u> </u>
	<ul> <li>C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?</li> </ul>	Students in tests in Segnability to consequents in the consequent in the consequents in the consequent in the co	Students in grades 2 through 5 were administered the Periodic Reading Survey tests in September (Pretest) and May (Posttest) to assess independent reading ability to construct meaning from authentic fiction and nonfiction reading selections in the Whole Language Program.	
		• The pretest number and Needs Imp to the Adea 16 percent	The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third, fourth, and fifth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent performance categories. At the end of the year, 16 percent more students performed in the Excellent category.	
	2002		2063	

-2-

Critical Questions	Findings
II. Performance-Based Assessment	
C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey? (continued)	The pretest and posttest results for the nonfiction reading selection showed improved performance for fifth graders, with a decrease in the number of students in the Needs Improvement category and an increase in the Excellent category. For fourth graders, more students ended the year in the Needs Improvement and Lower Adequate categories.
	(The results are reported for students who had both pretest and posttest scores, and the numbers of students reported were less than the grade level totals.)
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	application skills in the Quality Core Curriculum (QCC), and emphasized higher order thinking skills in Language Arts/Reading, Mathematics, Science
A. Grade 3	in grades 5 and 8. Each content area consisted of strands or subsets of related items.
	The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).
2064	.5065

0	
Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993? (continued)	
A. Grade 3	• For Grade 3, the school's 1992 and 1993 scores met or exceeded the State Goal in the content areas of Language Arts/Reading, and Mathematics. The Science strand at the State Goal for both years was Life Science, and the Social Studies strands at the State Goal for both years were Citizenship, and Skills.
B. Grade 5	• For Grade 5, the school's 1992 and 1993 scores met or exceeded the State Goal performance level in the content areas of Language Arts/Reading and Health. Students also performed at the State Goal for both years on three Mathematics strands (Numbers and Number Relations, Geometry, and Probability and Statistics) and Problem Solving. The Literal Reading Comprehension strand was at the Quality Performance level for both years.
9907	2902

-4-

Critical Questions
Were there changes in reading/mathematics achievement with respect to the following:
•

Critical Questions	Findings
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	<ul> <li>Towns implemented the traditional Chapter I Program in which students averaged 1 to 16 NCE gains for reading and 7 to 11 NCE gains for mathematics.</li> </ul>
	<ul> <li>Systemwide, students in traditional Chapter I Programs earned 1 to 6 NCE gains for reading and 2 to 7 NCE gains for mathematics. The exception was for third grade mathematics where a loss of one NCE occurred.</li> </ul>
B. Remedial Education Program (REP)	• REP data for third and fifth grade showed NCE gains for reading and mathematics. Systemwide, REP students in grades 3 through 5 made gains for reading, and studer is in grades 2, 4 and 5 improved in mathematics. The exceptions were for second grade where the reading NCE score was maintained, and for third grade which lost 1 NCE point for mathematics.
VI. Progression Status  How did the school's progression status compare to that	Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.
of the system?	<ul> <li>A range of 93 to 99 percent of the kindergarten students demonstrated overall capabilities for the five developmental areas on the GKAP, and all were promoted.</li> </ul>
	<ul> <li>The progression status report for 1992 - 93 showed that 92 percent of Towns'</li> <li>K - 5 students were promoted, 3 percent were administratively placed, and 5 percent were retained. Last year in 1991 - 92, 91 percent of the K - 7 students were promoted, 5 percent were administratively placed and 3 percent were retained.</li> </ul>
EPP:sm - SR#71 Department of Research and Evaluation October 19, 1993 $2070$	<ul> <li>Systemwide progression status for 1993 showed that 93 percent of the students were promoted, 4 percent were administratively placed and 4 percent were retained.</li> </ul>

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93

ERIC

2075

GENERAL DESCRIPTIVE CHARACTERISTICS

08/06/93 TOWNS ELEMENTARY SCHOOL

ERIC Fruil Text Provided by ERIC

GRADES (K-5) PRE-K (APS PRE-SCHOOL) ₹

ACTIVE ENROLLMENT (END OF YEAR) 89

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						DIFFERENCE	ENCE	
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	1	PERCENT
Ş	SCHOOL	416	421	402	- 19	. <del></del> .	4-	4.6-
AL	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3
ST	STAFF/SCHOOL FACTORS (END OF	YEAR)				SCHOOL	ALL ELE	ALL ELEMENTARY
	1 6 6 6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ANCE PERIODS NDANCE PERIOD	Š		328	82	27498	87
લં	2. PUPIL TRANSFERS: NAMBER/PERCENT OF PUPI NAMBER/PERCENT OF PUPI MOBILITY INDEX	LS NEW	TO SCHOOL TO APS		203 50 42	50 120	9541 3873 .38	30
e,	PUPIL-TEACHER RATIO				21.2		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	s			0	0	=======================================	0
'n	PUPILS IN PROJECTS:							
	CHAPTER I READING				67	17	15734	20
	CHAPTER I MATH				76	19	14903	47
	REP READING				ო	-	4384	7
	REP MATH				7	8	3768	12

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\*Full Text Provided by ERIC

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IS ELEMENIARY SCHOOL

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

STAFF/SCHOOL FACTORS (END OF YEAR)	SCI	SCHODL	ALL EL	ALL ELEMENTARY
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:	!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	• • • • •	!	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
K-GARTEN - APS PRE-SCHOOL	o	5	291	ស
K-GARTEN - HEAD START	m	•	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	29	0	2257	43
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	32	‡	2391	45
FIRST GRADE - APS K-GARTEN	75	66	4862	06
FIRST GRADE - NON-APS K-GARTEN	ឆ	ø	481	on.
FIRST GRADE - NO K-GARTEN	-	-	9	-
6. PERCENT PUPIL ATTENDANCE: 1990-91 1991-92 1992-93		9 9 9 6 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5		00 00 4. 4. 4. 4. 1. 5.
7. PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		96.9 97.3 9.96		97.2 97.4 97.4





# Georgia Kindergarten Assessment Program 1993

Overall	Overall Capability	ly		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	eiving g	
•	School	System	State	
				1. Co
I. Communicative	97	93	92	Ā
	60	60	60	æ
II. Logical-Mathematical	93	23	90	ن
III. Physical	66	97	96	O.
				1
IV. Personal	66	94	92	
				Υ.
V. Social	66	94	93	æ
				ပ
Total Number Reported	69	5,325	95,915	D

	Structured Assessment Activities*	nt Activi	ties*	
	Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving ng
	Ney Indicators	School	System	State
	Communicative			
	A. Processes Visual Information	94	93	76
	B. Processes Auditory Information	96	92	85
	C. Communicates Orally	₽6	91	85
	D. Demonstrates Emergent Literacy	87	90	88
11. 1	Logical-Mathematical			
	A. Sorts Sets of Objects	91	06	91
	B. Makes Comparisons	96	91	91
	C. Knows Numbers 1 to 10	88	66	93
	D. Extends Patterns	91	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

2079

Department of Research and Evaluation #383-104
7/12/93

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in

  - words\*
    follows one- and two-part oral directions
    repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
    - retells stories\*
    - relates experiences uses descriptive language
    - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using contents writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of
  - same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination
  - copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without
  - use scissors to cut appropriately
- manipulates simple objects **B.** Understands Spatial Concepts
- demonstrates understanding of the concepts of near, far, over/above, under/below, on, in,
  - beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills
  - grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept
  - attempts to respond to questions even when unsure regarding the answers

    attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities
  - Chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
  - treats others and their belongings with respect
- V. SOCIAL CAPABILITY
  - A. Participation in Group Activities
    - Participates in group activities as a leader and/or follower
    - participates in cooperative activities
  - B. Carries Out Assigned Tasks
    - I carries out tasks to completion that are assigned by the teacher
- Shills Assessed with Structured Assessment Activities.

78

2085

43791 A T L A N T A P U B L I C S C H O O L S
STAGE OF WRITING DEVELOPMENT\*

END OF KINDERGARTEN - 1993
TOWNS ELEMENTARY SCHOOL

		NUMBER	PERCENT
STAGE 1:	PICTOGRAPHIC WRITER	ø	0.6
STAGE 2:	SCRIBBLE WRITER	8	3.0
STAGE 3:	INVENTED WORD WRITER	õ	6.4
STAGE 4:	COPIER	ဖ	0.6
STAGE 5:	NEW WORD WRITER	a	3.0
STAGE 6:	PHRASE/SENTENCE WRITER	16	23.9
STAGE 7:	SIMPLE STORY WRITER	16	23.9
STAGE 8:	INTERMEDIATE STORY WRITER	6	13.4
	TOTAL NUMBER	67	100.1

\*BASED ON END-OF YEAR SAMPLE FILED IN STUDENT'S PORTFOLIO AND SCORED USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

## **Description of Writing Stages**

Pictographic Writer

Child writing is drawing; does not use alphabet letters.

Scribble Writer Stage 2

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

-14-

*Copier* Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** 

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

**Advanced Story Writer** Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.



R&E:jep 8/16/93 #441-107

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NGUAGE PERIODIC READING SURVEY RESULTS RERMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

2

PAGE

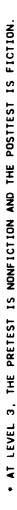
TOWNS ELEMENTARY SCHOOL

SCHOOL:

	TOTAL		61	6		17	4		37	37		46	46			1	200 200 200 200	
;	EMENT	36	33	21	-12	59	27	-7	24	ဓ	9	37	50	-17		3	40	1-
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		<b>₹</b>	31	50	-11	24	17	-7	ဓ	24	9	50	17	ဗု		90	5 <del>5</del>	1-
	ENT UPPER MIDDLE	z	19	12	-1	9	7	ღ-	Ξ	o	<b>?</b>	თ	œ	7		9	9 9 9 1	-13
		×	25	23	7	59	50	6-	19	ဓ	Ξ	22	9	7		70	23.4	7
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						LEVEL :			revel ,	rever ,	רבאבר			LEVEL				
					DIFFERENCE	PRETEST		OIFFERENCE (			DIFFERENCE		POSTTEST	DIFFERENCE	-			

2082

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### ERIC

# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of challenge. Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time) The goals for the schools on the Periodic Reading Survey are to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the posttest (May), and the difference from pretest to posttest.

2088

R&E:ap 10/5/93

RESULTS	
SURVEY	
RIODIC READING SURVEY RESULTS	
RIODIC	1 1 1

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HOLE LANGUAGE PERIODIC READING SURVEY RESUL	PERFORMANCE CATEGORY DISTRIBUTION	MATCHED RESULTS FOR NON-FICTION
OLE LANGUAGE PEI	PERFORMANCE	MATCHED RE
Ĭ		

TOWNS ELEMENTARY SCHOOL

SCHOOL:

	TOTAL	;	;	•	43	<b>4</b>		8	84	
و		<b>34</b> (	7 6	67	42	19	-23	32	24	89
1	IMPROVEMENT	z'	D (	<u>ა</u> ო	85	<b>6</b> 0	- 10	27	20	-2
ı	· 24	<b>*</b>	2 4	<u>.</u> ທ	23	23	0	17	19	а
	LOWER	z '	• (	9 64	5	ç	0	7-	16	8
TE	,	<b>34</b> (	7 6	7 7	21	=	-1	25	50	ا- ئ
ADEQUATE	MIDDLE	z	7 ;	- 7	6	9	၉-	21	17	4
	!	<b>34</b> (	67.0	, t	7	23	σ	21	<b>54</b>	ო
	UPPER	z	2 5	<u> </u>	9	9	4	18	80	8
	ENT	<b>36</b> 1	2 "	. សុ	0	21	21	ß	<del>1</del> 3	80
	EXCELLENT	z `	₹ (	4 9	0	G	œ	4	Į.	7
		•	• •	• •	5	ß	ស			
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL			
			PKEIESI		1	POSTTEST				

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: TOWNS ELEM

School Code: 1068

Data Printed: 24NOV92

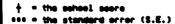
REVISED (Sociel Studies ONLY)

Content Area/	Score/	Light shad	ied area = Si	iate Goal, dari	shaded are	a = Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	168 ±3				***		
Literal Comp	176 ±3				***	•	
Infer & Crit Comp	164 ±4			•			
Reference & Study	172 ±2	Ì			•• <del>•</del> ••		
	<u> </u>	N = 49			G.=16E	Q.P.#196	
MATHEMATICS	171 ±3					•	
Numbers & Num Rel	173 ±3				***		
Operations & Comp	173 ±3	}					
Geometry	173 ±2				***		
Measurement	177 ±2	1					
Prob & Stat	188 ±2	1			•	e <del>ojes</del> ·	
PROBLEM SOLVING	169 ±3				***		
<u> </u>		N = 49			9.=167	Q.P.#152	
SCIENCE	153 ±3		•	***			,
Life Science	169 ±2			•	an <del>jov</del>		•
Earth Science	157 ±2			••••	•	<b>S</b>	
Physical Science	144 ±2			****			•
Process Skills	157 ±1			. +		1.47	
Env/Sci/Tech/Sec	146 ±3			••••		:	
		N = 49		•	8.=167	9.7.2152	
SOCIAL STUDIES	163 ±3			•	**		
Communities	165 ±2	1			***	•	
Citizenship	171 ±4				-		
American Heritege	159 ±2	1		••• •	•		
Skills	169 ±3		•	•	***		
		M = 49			8.=167	0.F.×132	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the erees of Language Arts: Reeding and Mathematics.

However, your school's scores do not indicate quality performance in any content area.





### School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: TOWNS ELEM

School Code: 1068

GRADE 3

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = St	ate Goal Dar	k shaded area	= Quality Peri	formance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	173 ±3				100 114		
Literal Comp	179 ±3	{			i eactors		
Infer & Crit Comp	173 ±4	ļ			4000 0004		
Reference & Study	171 ±2	1			aojeu		·
		N = 60		S.	.G.=165	0.F.×198	
MATHEMATICS	172 ±3				***	W. T. S. V	
Numbers & Num Rel	176 ±3				***		*
Operations & Comp	177 ±2	1			ențee	* 24. J	
Geometry	173 ±2	· ·			***	appearant and a second	
Measurement	174 ±2	1			i <del>vojsa</del>		
Prob & Stat	185 ±2	1			5 •••	₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩ ₩	
PROBLEM SOLVING	169 ±3	1	•		• <del>•••</del>	• September 1997 to 19	• •
	1	N = 56			8.=167	8.P.*192	
SCIENCE *	160 ±3			***	loca	100 July 100	
Life Science	171 ±2				, <del></del>		
Earth Science	165 ±2				**	77 (1.6 600) <del>1966</del> 1978 (1.1 1986) 1	
Physical Science	148 ±2			***	•		
Process Skills	158 ±2			' ***	•		
Env/Sci/Tech/Soc	157 ±3				•		• •
		N = 61		<u></u> 's	.8.=167	9.P. ×192	
SOCIAL STUDIES	159 ±3			***	100	48.500	
Communities	160 ±3			••••	<del> </del>	Gw Vijek	
Citizenship	165 ±4				' *****		
American Heritage	159 ±2			•••			
Skills	167 ±3			'	***		
		N = 61			•	0.P.*152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

Mote: Centent Area seems are scaled separately and are not simple everaged of strand scores.



<sup>† =</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: TOWNS ELEM

School Code: 1068

**GRADE 5** 

Date Printed: 11NOV9?

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS: READING	164 ±5	173 200 225
Literal Comp	188 ±6	************
Infer & Crit Comp	168 ±6	······································
	171 ±3	
Reference & Study	1/1 32	M = 41 S.S. = 147
MATHEMATICS	162 ±3	M = 41 S.S.=162 A.P.=187
Numbers & Num Rel	164 ±3	'
Operations & Comp	166 ±3	· · · · · · · · · · · · · · · · · · ·
Geometry	165 ±2	erejean antes
Measurement	163 ±4	
Prob & Stat	190 ±3	
PROBLEM SOLVING	170 ±3	
LUADEM SAFATUR	116 13	M = 41
SCIENCE	150 ±2	
Life Science	157 ±1	4
Earth Science	156 ±2	+
Physical Science	158 ±1	T
Process Skills	159 ±3	**************************************
Env/Sci/Tech/Soc	145 ±1	
		W = 61 S.S. =165 G.P. =165
SOCIAL STUDIES	151 ±2	***
Geog Regions	154 ±3	****
Canada Hist/Geog	He report	Strand centains fewer than ten items.
U.S. pre-1791	162 ±1	ala
U.S. 1791-1875	153 ±1	+
U.S. 1875-1932	158 ±1	· .
U.S. 1932-present	162 ±1	+
Skills	145 ±4	**
		N = 61 S.G.=176 G.P.=188
HEALTH	172 ±2	refer
Safety	He report	Strend contains fewer than ten items.
Nutrition	168 ±1	+
Personal Health	He report	Strand centains fewer than ten items.
Substance Abuse	181 ±3	·
Growth, Dev & Fam	166 ±1	+
Mental Health	No report	Strand centains fewer than ten items.
	1	N = 41 S.S.=170 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Heelth.

However, your school's scores do not indicate quality performance in any content area.

+ \* the school score



### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: TOWNS ELEM

School Code: 1068

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light shaded a	rea = State Goal Dark :	shaded area = Quality Perform	nance
Strand	\$.E.	1	125 150	175 200	225
LANG ARTS: READING	163 ±4		·······		
Literal Comp	190 ±4		1	econóc ace	
Infer & Crit Comp	150 ±6		******		
Reference & Study	172 ±2		1	solos	
		N = 57	s.e.	.*162 Q.F.±167	
MATHEMATICS	161 ±2		••••		
Numbers & Num Rel	167 ±2		•	······································	
Operations & Comp	163 ±2		**		
Geometry	166 ±1		·	🕂 - Alife de la companya del companya del companya de la companya	
Measurement	163 ±3		••••	•	
Prob & Stat	187 ±3			anders 1.20	
PROBLEM SOLVING	170 ±3			- The state of the	
		N = 57		=167 0.7.*192	
SCIENCE	151 ±2		***		
Life Science	156 ±1		•		
Earth Science	156 ±1		+		
Physical Science	164 ±1		' <del>-</del>	•	
Process Skills	160 ±3		ا ****		· .
Env/Sci/Tech/Soc	151 ±1		+		
		N = 57		=168 0.P. w193	
SOCIAL STUDIES	150 ±1		•		
Geog Regions	159 ±1		' +		
Canada Hist/Geog	134 ±0		+		
U.S. pre-1791	162 ±1		' •		
U.S. 1791-1875	151 ±1		+		
U.S. 1875-1932	160 ±1		, • <del> </del> •		
U.S. 1932-present	158 ±1		* ***		
Skill <b>s</b>	148 ±3		••• <del>•</del>		
		N = 57	•	.=170 Q.P.=195	
HEALTH	169 ±2			•••	
Sfty/Prs/Mnt1 H1th	175 ±2			•••••	
Nutrition	168 ±1			<b>+</b>	
Substance Abuse	180 ±1			- 1 (2000 2004 p) - 1 (2000 2004 p) - 1 (2000 2004 p)	
Growth, Dev & Fam	166 ±0				
		N = 57		.=170 Q.P.=195	

Teking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reeding and Health.

However, your school's scores do not indicate quelity performance in any content area.

<sup>† =</sup> the school score
\*\*\* = the standard error (S.E.)

Note: Centent Area secres are scaled separately and are not simple averages of strand scores.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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늘
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	Number Tested		Nat	onal Noi	rm(NP=50	_
Grade	1993	1990 1991 1992 1993 +D1ff	1991	1992	1993	*Diff
01	75	<b>L</b> 9	83	53	22	
02	72	63	37	54	09	
03	63	89	09	79	29	
<b>*</b> 0	54	29	27	29	<b>4</b> 3	
05	62	04	34	42	7.1	
90		36	56	20		
07		20	20	34		
School Total	326	52	47	<b>4</b>	29	4
Elem. 1-5 Schools	23,856	9	54	54	51	ဗ

### Mathematics

		Number Tested	Percent At/Above National Norm(NP=50)	Percent	t At/Abo	ve (NP=50)	
	Grade	1993	1990	1991	1992	1993	*D1f?
	10	74	98	<b>8</b>	7.4	62	
	02	74	70	<b>‡</b>	62	76	
	03	61	09	28	57	42	
	<b>7</b> 0	53	26	22	33	0	
	05	09	46	29	37	52	
	90		36	21	22		
	07		7	34	25		
2095	School Total	322	22	<b>4</b>	41	.29	42
	Elem. 1-5 Schools	23,687	49	9	29	26	e.
			(				

• Difference = 1993 - 1992

SCHOOL: 43791 TOWNS ELEMENTARY SCHOOL

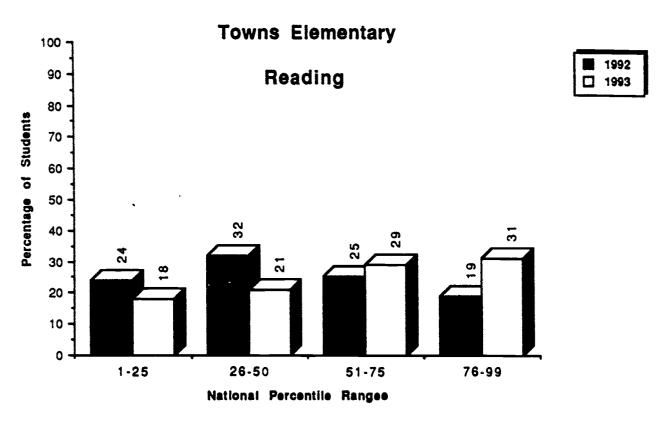
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

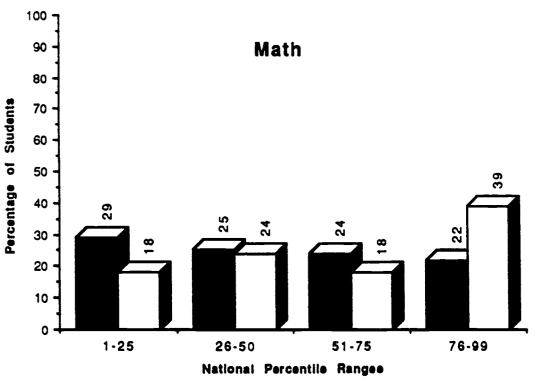
READING

MATHEMATICS

GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
01 02 03 04	60 65 50 36 51		6 9 3 3 6 8 8 2 5 5 5 6 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	66 66 84 86 84	37 50 27 16	63 76 54 88
SCHOOL TOTAL	262	156	09	258	157	61
ELEMENTARY K-5 SCHOOLS 21,280	DLS 21,280	11,200	53	21,123	12, 103	57

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993



Chapter I Results Mean NCE Gains Students with ITBS Results for Two Years*	School	Reading	92 1993 Gain N 1992 1993 Gain	42 16 18 42 50	31 47 16 24 34 45 11	39 40 1 9 35 45 10	33 47 14 18 31 38 7
Chapter Mean with ITBS	S		Gain	9	4	-	<b>=</b>
Students		<b>2</b>	1993	42	47	9	47
		Readt	1992	56	31	39	33
			z	5	50	g	23
			Grade	02 Non SWP	03 Non SWP	04 Non SWP	OS Non SWP

		Gain	7	Ξ	7	-	а	е	ß	œ
	ics	1993	46	47	38	35	37	38	39	42
	Mathemat	1992	39 46	36	39	34	35	35	34	34
			476							
System										
		Gain	၉	4	-	വ	4	9	9	O
	_	1993	38	39	35	38	38	42	<b>Q</b>	45
	Reading	1992	35 38	35	34	33	34	36	34	36
		z	589	574	783	791	738	827	764	889
				574		191	Q.		a. ≱	889
		Grade	02 Non SWP 589	02 SWP 574	SWP	SWP 791	Non SWP 738		05 Non SWP 764	05 SWP 889

+ Scores for students in the Program for Exceptional Children are excluded
Key: SWP = School Wide Project School(s)
NonSWP = NON-School Wide Project School(s)

2100



TOWNS ELEMENTARY SCHOOL

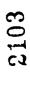
Remedial Education Plan (REP) Results Mean NCE Gains Students with ITBS Results for Two Years\*

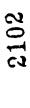
School

		Reading	<b>2</b> 1				Mathemat	tcs	
Grade	z	1992 1993		Gatn		z	1992 1993	1993	Gain
						1			-
05									
03	-	42		28		-	47	52	Ŋ
8									
02	ო	8		20		9	31	34	ო
					1				
				Ve					
		Readi	Đu ,				Mathemal	tics	
Grade	z	1992		Gain		z	1992		Gain
05	857	36 36		-		189	39 43		4
60	983	33		8		707	37		ဇု
\$	1062	35		4		954	35		7
90	1055	32		7		866	34		9

-26-

Scores for students in the Program for Exceptional Children are excluded



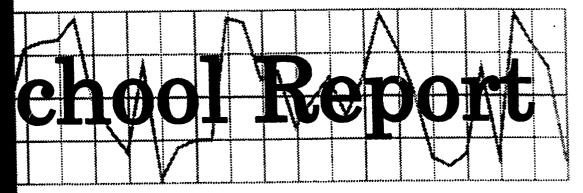


1992-93 Progression Status Report

Grades K - 5

									į		į		;	!	
Total	Z	68	5,478	75	5,489	91	4,969	99	4,971	99	4,917	61	4,799	402	30,623
Retained	Percent		ល	6	7	11	4	9	2	2	2			ស	<b>▼</b>
88	Z		294	7	408	89	185	₹	113	-	82		20	50	1, 102
laced.	Percent			E	4	4	ភ	9	S.	i	S.	7	*	С	◀
Admin. Placed	Z			2	202	С	257	4	260		227	*	191	13	1, 137
Promoted	Percent	001	95	88	68	98	16	88	92	86	94	66	96	82	66
ā	z	89	5, 184	99	4,879	65	4,527	58	4,598	55	4,608	57	4,588	369	28,384
	_	School	System	School	System	School	System	Schoo1	System	School	System	School	System	School	System 28,384
	Grade	¥		10		03		60		<b>*</b> 0		05			

### ATLANTA PUBLIC SCHOOLS



1992-93

### WEST ATLANTA ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### ERIC Full Yeart Provided by ERIC

### WEST ATLANTA ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Findings	<ul> <li>The school's enrollment remained the same from 1991-92 through 1992-93 school years. In fact there has been a 1.8 percent increase in enrollment over a three year period 1990-'91 through 1992-'93. This finding compares to a</li> </ul>
Critical Questions	I. General Descriptive Characteristics What critical school factors may have influenced student performance?

Thirty four percent of the students transferred to West Atlanta either from other APS schools (69 students or 24 percent) or from external school districts (28 or 10 percent). Eighty-eight percent were on active roll seven or more attendance periods.

three year decline in system elementary schools of a minus 5.3 pupils.

- preschool to 6 months preschool child care. The remaining 49 percent attended however, had been enrolled in an APS kindergarten program prior to entering For the most part, kindergarten students (51 percent) entered school with no community-based private preschool care facilities. All first grade students, the first grade.
- No student was placed on out-of-school suspension during the school year.
   The teacher pupil ratio was higher at the school (26.0) than systemwide (22.2) level.
- Pupil attendance (90.1) continued to trail system (94.2) trends. The school's percent of pupil attendance diminished ever farther this school year because it declined 1.8 percent, while the system increased .1 percent.

Findings	
Critical Questions	

## General Descriptive Characteristics

What critical school factors may have influenced student performance? (continued)

### I. Performance-Based Assessment

A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?

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B. What was the ending performance of kindergarten students in writing?

C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?

Some of the pupils were enrolled in the following projects: Chapter I reading and mathematics, Remedial Education Program in reading and mathematics and an after school program. Additionally, students with physical and mental disabilities receive educational services at the school.

For the most part, smaller percentages of West Atlanta kindergarten students were rated as developmentally ready for first grade than were APS and state kindergarten pupils. On the observed capabilities test items, the categories: personal and social appeared to require additional attention. On the structurally assessed item: communicative activity -- Demonstrates Emergent Literacy requires further attention.

At the end of the kindergarten year the students' writing capabilities ranged from "Scribble" to "Simple Story Writer". Roughly one-fourth of the students reached each writing stage between Stages 2 and 6.

Matched whole language periodic reading scores for fiction selections were not indicated for the school's fourth graders. Only three matched students' scores were reported at the fifth grade. The second grade students' posttest scores indicate improvement over pretest results. At the end of the school year, only 1 of 47 students had achieved a score of "Excellence."

Whole language nonfiction selections reading scores for fifth grade students consisted of results for a total of two students. Therefore, it would be meaningless to analyze the data.

Critical Questions	Findings
III. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5	
In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?	
A. Grade 3	• The third grade students' scores did not meet state goal or quality performance in any content area during the two consecutive school years 1991-92 and 1992-93. On the strands: literal comprehension, numbers and number relations, operations and computation, geometry, measurement, and probability, the scores met state goal two consecutive years.
B. Grade 5	Reading and Language Arts during the 1992 and 1993 school years. The corresponding Language Arts strands also met state goal. Additionally, in mathematics, the strands: numbers, probabilities, and in health the strand substance abuse, also met state goal for two consecutive school years. State quality performance, however, was not achieved in any of the content areas during the two year period.
IV. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	
A. Regular-program students?	<ul> <li>The regular program students' ITBS scores increased by 14 percentage points in reading and 18 percentage points in mathematics. There was a decline of three percentage points at the system level on both subtests. At the third grade level, however, none of the pupils reached national norm level in reading. (Note: The category "regular program students" includes students who were on active roll seven attendance periods and those on roll less than seven attendance</li> </ul>
****	periods.) 2112

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Critical Questions	Findings
IV. Jowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following: (continued)	
B. Students who attended the school for seven or more attendance periods?	<ul> <li>The overall ITBS performance of students in attendance more than seven attendance periods was higher than the performance of "regular program students" in reading and mathematics.</li> </ul>
C. The percentage of students scoring within each quadrant?	<ul> <li>The quadrant distribution graphics show patterns of positive movement of students from lower quadrants in 1991-92 in reading and mathematics to higher quadrants in 1992-93. The positive increase of students' scores shows picture perfect trends.</li> </ul>
V. Project Results	
How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
A. Chapter 1 - Traditional Program	• West Atlanta conducted a traditional Chapter I project. According to the generated table, only six students at grade levels 3-5 were enrolled in reading (3) and mathematics (3). Two years of "matched scores" are required to determine Chapter I NCE gains and Chapter I participants must also be identified on pupil project sheets.
B. Remedial Education Program (REP)	• The REP students' mean NCE gains were negative, minus 13 in reading and minus 11 in mathematics, and positive 11 NCES in reading and 15 NCES in mathematics and show more variation than system NCE's gains.
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Critical Questions	Findings
VI. Progression Status	
How did the school's progression status compare to that of the system?	<ul> <li>Five students or 2 percent were retained at the end of the school year 2 were kindergarteners and 3 were first graders. The progression finding does not appear to be on-balance. School factors such as test results, attendance and mobility data seem to suggest that some third, fourth and fifth graders would have been among the retained students.</li> </ul>

EGL:sm - SR#75 Department of Research and Evaluation October 26, 1993

### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 WEST ATLANTA ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR) **.** 

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! !						DIFFERENCE		
		1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCF	SCHOOL ALL ELEMENTARY	281	286 33,791	286 31,480	-2,311	6.8	5 -2,940	- <del>2</del> - 8 - 8 - 8 - 6
STA	(END OF	YEAR)			SCH	SCHOOL.	ALL ELE	ALL ELEMENTARY
i	6 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS	NACE PERIODS			251 251	88	27498	87.
4	PUPI	PILS NEW TO S	TO SCHOOL		69	. <b>2</b>	9541	98
	NUMBER/PERCENT OF PUPI MOBILITY INDEX	JLS NEW TO A	S S		. 56 . 26	5	3873 . 38	2
e,	PUPIL-TEACHER RATIO				26.0		22.2	
Ť	OUT-OF-SCHOOL SUSPENSIONS				0	0	=	0
5.	PUPILS IN PROJECTS:							
	REP READING				51	82	4384	<b>=</b>
	REP MATH				4.7	5	3768	12
	AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILDREN	SCHOOL - AGE	CHILDREN		150	52	2028	g

# GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

ပ	G. STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY	
		NUMBER	PERCENT	NUMBER	PERCENT	
	PUPILS IN KINDERGARTEN AND FIRST GRADE:					
	K-GARTEN - APS PRE-SCHOOL	٥	0	291	ស	
	K-GARTEN - HEAD START	0	0	389	7	
	K-GARTEN - COMMUNITY PRE-SCHOOL	18	49	2257	45	
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	19	5	2391	45	
	FIRST GRADE - APS K-GARTEN	7	<u>8</u>	4862	06	
	FIRST GRADE - NON-APS K-GARTEN	0	0	481	o	
	FIRST GRADE - NO K-GARTEN	0	0	09	-	
	6. PERCENT PUPIL ATTENDANCE:		c c		0	
	1990-91		92.0 9.19		94.	
	1992-93		90.1		94.2	
	7. PERCENT CERTIFIED STAFF ATTENDANCE:					
			6.96		97.2	
	1991-92		96.8		97.4	
	1992-93		65.3		4.78	

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# Georgia Kindergarten Assessment Program

			-i			Ë		
	iving	State	92	93	96	92	93	95,915
ý	Percentage Receiving "Yes" Rating	System	93	93	26	94	94	5,325
Overall Capability	Percen "Y	School	92	92	82	89	98	37
Overall	Capabilities		1. Communicative	II. Logical-Mathematical	III. Physical	IV. Personal	V. Social	Total Number Reported

Structured Assessment Activities*	nt Activi	ties*	
Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving ng
Key Indicators	School	System	State
I. Communicative			
A. Processes Visual Information	76	93	92
B. Processes Auditory Information	85	85	42
C. Communicates Orally	92	91	92
D. Demonstrates Emergent Literacy	86	06	83
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	06	91
B. Makes Comparisons	95	91	91
C. Knows Numbers 1 to 10	85	93	93
D. Extends Patterns	26	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383.104

### GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

### GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
  - I interprets pictures
- **B. Process Auditory Information** 
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy

  - attends to print
    identifies the main idea of a picture
    sequences pictures to tell a story
    makes predictions

  - distinguishes between letter\*, word\*, and
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
    attempts to "vrite," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or
  - writing whole sentences\*
    demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
  - **B.** Makes Comparisons
    - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
      demonstrates understanding of the concepts of
    - longer, longest, shorter, shortest, same length

    - uses graphs to make comparisons
       demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

### III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately
  - manipulates simple objects
- **B.** Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  running, walking, hopping, jumping,
  sliding, galloping, leaping, crawling, and
  - rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when
  - unsure regarding the answers attempts new activities without undue anxiety or lear
  - I plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly

  - follows classroom rules treats others and their belongings with respect

### V. SOCIAL CAPABILITY

- A. Participation in Group Activities participates in group activities as a leader and/or follower
- participates in cooperative activities
   Carries Out Assigned Tasks
   carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.

**5**6

41847 A I L A N I A P U B L I C S C H O O L S
STAGE OF WRITING DEVELOPMENT\*
END OF KINDERGARTEN - 1993
WEST ATLANTA ELEMENTARY 418

			NOMORN	TENCEN
STAGE 2:	.:	SCRIBBLE WRITER	8	4.8
STAGE 3:	 e	INVENTED WORD WRITER	<b>&amp;</b>	21.6
STAGE 4:	<del>.</del>	COPIER	•	21.6
STAGE 5:		NEW WORD WRITER	ø	16.2
STAGE 6:	 <b>9</b>	PHRASE/SENTENCE WRITER	ţ.	27.0
STAGE 7:	7:	SIMPLE STORY WRITER	က	88.
		TOTAL NUMBER	37	6.66

7/21/93

## Stages of Writing Development

ERIC
Full Text Provided by ERIC

Student writing samples can provide diagnostic information about how a child processes language; allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

### **Description of Writing Stages**

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Stage 2 Scribble Writer
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Stage 3 Invented Word Writer
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4 Copier
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 5 New Word Writer
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story
- Stage 6 Phrase/Sentence Writer
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Stage 7 Simple Story Writer
- Child's story consists of short related sentences.
- Stage 8 Intermediate Story Writer
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation
- Stage 9 Advanced Story Writer Child's story includes a m
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes
- R&E:jep 8/16/93 #441-107

WEST ATLANTA ELEMENTARY

SCHOOL:

	TOTAL	21	21		23	23		ო	ო		47	47	
۷	EMENT	× 6	29	<b>8</b> 6-	39	52	13	33	67	e Te	51	<b>4</b> 6	<b>2</b> 0
NEEDS	IMPROV	Z <del>-</del>	9	<b>60</b>	6	<del>1</del> 2	က	•	8	-	24	8.	4
•		<b>3€</b> 10	5	വ	13	σ	4-	29	33	4 4	13	Ξ,	7
	LOWER	z <sup>-</sup>	· 04	-	၉	α	-1	2	-	<del>-</del>	9	ഹ -	-
	LE	× <u>-</u>	53	<del>2</del>	39	33	0	0	0	0	26	32	و
	MIDDLE	z "	φ	ო	6	თ	0	0	0	0	12	<del>ن</del> ئ	ო
	}	34 <del>-</del>	53	5	6	0	<del>ن</del> 1	٥	0	0	=	. <del>C</del>	ď
	UPPER	z"	φ	· m	8	0	<b>?</b>	•	0	0	ď	. <b>.</b> .	-
	EXCELLENT	* C	) IC	ഹ	0	0	0	•	0	0	c	) N	~
		z	- c	· <del>-</del>	o	0	0	°	0	0		<b>,</b> –	-
		c	40	101	6	. m	ო	r.	മ	ហ			
		13/13	1 5 7 5 1	LEVEL	I EVE	LEVEL	LEVEL	1 EVEL	LEVEL	LEVEL			
		+ 20 + 20 0			POFTEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE			

2130

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

### ERIC Full Text Provided by ERIC

### Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given

spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time)

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest. The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement

213

8/18/93

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PAGE

WEST ATLANTA ELEMENTARY

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR NON-FICTION

	TOTAL		8	8		8	8	
SO	IMPROVEMENT	×	20	0	-50	20	0	-50
2	IMPROV	z	-	0	7	-	0	-
	α	×	20	0	-50	50	0	-50
1 1 1 1 1 1 1	LOWER	z	-	0	7	-	0	7
ITE	mi	×	0	0	0	0	0	0
ADEQUATE	MIDDLE	z	0	0	0	0	0	0
1	œ	×	0	20	20	0	20	20
1 1 1	UPPER	z	0	-	-	0	-	-
	ENT	×	0	20	20	0	20	20
	EXCELLENT	z	0	-	-	0	<del>-</del>	-
			വ	വ	ഹ			
			LEVEL	LEVEL	LEVEL			
					DIFFERENCE			

2135

2134

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

SCHOOL:

### School Content Area Summary

GRADE 3

System Name: ATLANTA CITY

System Code: 761

School Name: WEST ALTANTA ELEM

School Code: 573

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dark	shaded area =	= Quality Perfo	rmance
Strand	S.E.	100_	125	150_	175	200	225
LANG ARTS:READING	155 ±3			***			
Literal Comp	167 ±4	1			1000		
Infer & Crit Comp	152 ±4			****	•		
Reference & Study	163 ±2			•	<del>  0 0</del>		
		M = 38			.×165 0.	P.#156	
MATHEMATICS	158 ±3			***			
Numbers & Num Rel	164 ±4	1			<del>- </del>	-	
Operations & Comp	165 ±3			•	** <del> ***</del>		
Geometry	167 ±2			•	** **		
Measurement	169 ±2				, <del>** **</del>		
Prob & Stat	182 ±3	1			****	•	
PROBLEM SOLVING	160 ±4			****	••		
		N = 38		<u> </u>	1.=167 Q.	P.#152	
SCIENCE	138 ±3		•	***			:
Life Science	159 ±3		•	***	•		
Earth Science	148 ±2			***			
Physical Science	139 ±1	İ		+			
Process Skills	152 ±2			****			
Env/Sci/Tech/Soc	132 ±4	1	****	•		• • •	
		N = 38			9.4167 B	P.#192	
SOCIAL STUDIES	145 ±3			***			
Communities	152 ±3	İ		***			
Citizenship	149 ±4			****			
American Heritage	155 ±2			•			
Skills	156 ±3			***			
		N = 38		<u> </u>	0.=167 <u>0</u>	P.#142	

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scoras do not indicate quality performance in any content area.

2136

• = the standard error (S.E.)

<sup>+ -</sup> the school score

### **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: WEST ALTANTA ELEM

School Code: 573

**GRADE 3** 

Date Printed: 18AUG93

Content Area/ Strand	Score/	Light sha	ided area = S	tate Goal Dari	k shaded area	= Quality Perfor	mance
<b>Strang</b>	S.E.	100	125	150	175	200	225
LANG ARTS: READING	158 ±3			***			
Literal Comp	165 ±4	}		•	···········		
Infer & Grit Comp	157 ±4			****	,		
Reference & Study	168 ±2			ı	***		
<del>-</del>		N = 39		s.	G.=165	1.F.×19¢	
MATHEMATICS	161 ±3	1		••••			
Numbers & Sum Rel	164 ±3	]		•	<del>100 100</del>	5 ·	
Operations & Comp	171 ±3	İ			anajoro.	,	
Geometry	169 ±2				esto.	Fr. Chr.	
Measurement	171 ±2	}			actor		
Prob & Stat	184 ±2						
PROBLEM SOLVING	163 ±3		•	••	relace	500 c 2000 c	
		N = 38		s.	G.=167 (	).P. x192	
SCIENCE *	141 ±2	}		••••		Martin Brigar	
Life Science	163 ±2			•	<del>10 00</del>		
Earth Science	156 ±2			***	•		
Physical Science	143 ±2			· · ·			
Process Skills	148 ±1			, ++			
Env/Sci/Tech/Soc	143 ±3			••••			
		N = 40		•	G.=167	1.P.×192	
SOCIAL STUDIES	147 ±3			*** ***		144	
Communities	155 ±2			, ************************************			
Citizenship	150 ±4			****			
American Heritage	154 ±2			••			
Skills	157 ±3	1		*** <del> ***</del>			
		N = 40		ˈs.	C.=167 Q	P. =142	

Taking into account the standard error (S.E.):

Your school's scores did not meet state goal in any content area.

Your school's scores do not indicate quality performance in any content area.

x--The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area scores are socied separately and are not simple averages of strand scores.



2137

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<sup>+ =</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

### School Content Area Summer y

System Name: ATLANTA CITY

System Code: 761

School Name: WEST ALTANTA ELEM

School Code: 573

### **GRADE 5**

Bete Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
		100 125 150 175 200 225
LANG ARTS: READING	173 ±7	***************************************
Literal Comp	199 ±8	**************************************
Infer & Crit Comp	166 ±9	***************************************
Reference & Study	173 ±4	***************************************
	<del></del>	N = 10 S.B. #162 B.P. #187
MATHEMATICS	168 ±2	** **
Numbers & Num Rel	169 ±3	
Operations & Comp	162 ±4	
Geometry	168 ±3	**************************************
Measurement	166 ±5	······································
Prob & Stat	190 ±5	*****
PROBLEM SOLVING	170 ±4	
		N = 18 S.S. #167 S.P. #192
SCIENCE	152 ±2	neijes
Life Science	156 ±2	, n <del>ja</del>
Earth Science	155 ±2	neter .
Physical Science	159 ±2	• • • • • • • • • • • • • • • • • • • •
Process Skills	162 ±4	****
Env/Sci/Tech/Soc	146 ±1	+
		N = 10 2.6.0146 6.P.+103
SOCIAL STUDIES	146 ±3	*** ***
Geog Regions	147 ±3	
Canade Hist/Geog	He report	Strend centains fewer than ten items.
U.S. pre-1791	157 ±1	•••
U.S. 1791-1875	151 ±1	+• '
U.S. 1875-1932	159 ±2	
U.S. 1932-present	159 ±1	+
Skills	151 ±7	······································
		N = 19 S.G.=176 G.P.=188
HEALTH	167 ±2	** **
Sefety	He report	Strand centains fower than ten items.
Nutrition	166 ±2	wie-
Personal Health	He report	Strand contains fower than ten items.
Substance Abuse	178 ±4	••••
Growth, Dev & Fam	164 ±2	**
Mental Heelth	He report	Strand centains fewer then ten items.
		N = 19 S.C.=176 Q.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

† " the school score

\*\*\* = the standard error (S.E.)





### **School Content Area Summary**

**GRADE 5** 

System Name: ATLANTA CITY

System Code: 761

School Name: WEST ATLANTA ELEM

School Code: 573

Date Printed: 24AUG93

Content Area/	Score/	Light shad	ed area = Sta	te Goal	Dark shaded ar	ea = Quality Perfe	ormance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	162 ±7				**********		
Literal Comp	189 ±7				•	******	
Infer & Crit Comp	151 ±11			••••••	••••••	•	
Reference & Study	171 ±3			•	•••		
		N = 27			S.G.=162	Q.F.=187	
MATHEMATICS	159 ±3		•		•••		
Numbers & Num Rel	167 ±3				***		
Operations & Comp	161. ±3	•			•••		
Geometry	165 ±1				•		
Measurement	163 ±4				••••		
Prob & Stat	188 ±4				•	••••	
PROBLEM SOLVING	168 ±4				****	•	
		N = 27			S.G.=167	Q.P.=192	
SCIENCE	147 ±2			••			
Life Science	156 ±2				•••		
Earth Science	151 ±2			••••	•		
Physical Science	163 ±1				+		
Process Skills	161 ±3				••••	•	
Env/Sci/Tech/Soc	148 ±1		•	+			
		N = 27			S.G.=168	Q.P.=193	
SOCIAL STUDIES	148 ±2			••			
Geog Regions	162 ±2				•••		
Canada Hist/Geog	133 ±0		†				
U.S. pre-1791	161 ±1				+		
U.S. 1791-1875	151 ±2			•••	•	•	
U.S. 1875-1932	156 ±2				••		
U.S. 1932-present	160 ±1				+		
Skills	145 ±4			••••		:	
		N = 27			\$.G.=170	Q.P.=195	
HEALTH	170 ±2				••	•	
Sfty/Prs/Mnt1 H1th	176 ±3			سخاد	•••		
Nutrition	168 ±2				•••		
Substance Abuse	180 ±2				••	<del> </del>	
Growth, Dev & Fam	166 ±1				+	•	
		N = 27			S.G.=176	Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

+ = the school score

••• • the standard error (S.E.)

pte: Content Area scores are scaled separately and are not simple everages of strand scores.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

þ	
Ξ	
8	
2	

(0)	*Diff								4	ဗု		_	+Diff					
Percent At/Above National Norm(NP=50)	1993	82	9		23	47			45	51		Percent At/Above National Norm(NP=50)	1993	73	49	21	4	35
ent At/	1992	3.	37	16	24	9			3	40		nt At/Ak onal Nor	1992	36	90	21	32	•
Na.	1991	92	75	79	11	88			83	40		Perce	1991	89	98	67	98	20
	1990	06	28	74	72	14	79	<b>4</b> 8	63	9			1990	88	78	7.7	29	
											atica							
Number Tested	1993	07	30	39	36	17			162	23,856	Mathematics	Number Tested	1993	40	30	39	36	ţ

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6.4 56

80

162

23,687

Elem. 1-5 Schools School Total

90

01

62

93

29 31

9 84

ERIC ERIC

SCHOOL: 41847 WEST ATLANTA ELEMENTARY

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

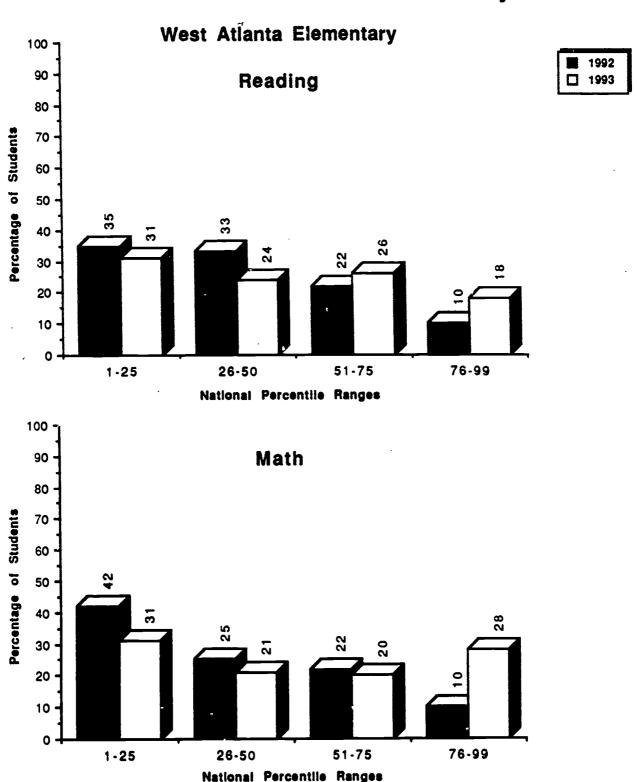
### READING

MATHEMATICS

		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
5	9	34	85	9	29	73
: 6	560	12	7	53	50	69
	. E	!	0	35	7	50
88	34	8	53	34	46	47
90		; <b>co</b>	53	15	9	<b>•</b>
SCHOOL TOTAL	153	72	47	153	78	5
ELEMENTARY K-5 SCHO	SCH00LS 21,280	11,200	53	21,123	12, 103	57

BEST COPY AVAILABLE

### Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency



Department of Research and Evaluation Deborah Dickson/September 1993



WEST ATLANTA ELEMENTARY

Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

		Gain	<b>. .</b>	ဗ				Gain	7	Ξ	7	-	8	ო	ß	<b>c</b>
	ics	1993	9	49	22		tics	1993	46	47	38	35	37	38	8	42
	Mathemal	N 1992 1993	47	52	22		Mathema	1992	476 39 46	36	33	34	35	35	34	34
		z	-	-	-			z	476	494	556	444	670	732	747	858
Schoo 3						System										
		Gain	N	4	7			Gain	၉	4	-	Ŋ	4	g	9	ø
	<b>9</b> 1	10.33	42	26	32		D.	1993	38	33	35	38	38	42	0	45
	Readin	1992 15.33	9	52	33		Readir	1992	35 38	32	9. 4.	33	34	36	<b>3</b>	36
		z	<b>-</b> -	-	<b>+</b>			z	289	574	783	791	738	827	764	883
		Grade	O3 Non SWP	04 Non SKP	05 Non SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP	05 Non SWP	OS SWP

\* Scores for students in the Program for Exceptional Children are excluded

Key: SWP \* School Wide Project School(s)

NonSWP \* NON-School Wide Project School(s)

2145

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

Schoo 1

	Gain	<b>5</b>	-	55
thematics	1993	42	24	<b>Q</b>
Mathematics	1992	27 42	35	<del>8</del>
	z	0	£	5
	Ga 1n		-13	Ξ
gr	1993	37	27	99
Reading	1992	37 37	0	<b>58</b>
	z	15	16	90

Grade

0 03 9 02

		Ga ¹n	4	ć,	8	ø
	4athematics	1993	39 43	9. 4	37	0
	Mathem	1992	39	37	35	34
		z	681	707	954	866
System	1					
		Gain		8	•	7
	Reading	1993	36 36	35	33	42
	Read	1992	36	33	32	32
		z	857	983	1062	1055
		Grade	05	03	8	05

\* Scores for students in the Program for Exceptional Children are excluded

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8/04/93 WEST ATLANTA ELEMENTARY SCHOOL

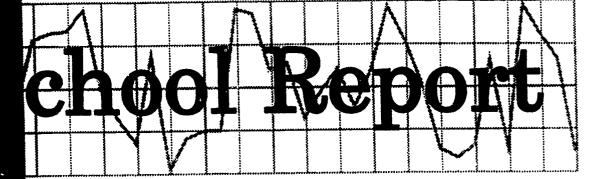
1992-93 Progression Status Report

Grades K - 5

Grade         N         Percent         N         Percent           K         School         35         95         2         5           System         4,879         89         202         4           System         4,527         91         257         5           System         4,527         91         257         5           System         4,598         92         260         5           System         4,608         94         227         5           System         4,608         94         227         5           System         4,588         96         191         4           System         4,588         96         191         4           System         4,588         96         191         4           System         28,384         93         1,137         4		2017	Promoted	ACRES: 718060	<b>BC0</b> 0	<b>9</b> <b>X</b>	Retained	
School         35         95           System         5,184         95           School         36         88         2           System         4,879         89         202           School         26         84         5           System         4,527         91         257           System         4,598         92         260           System         4,608         94         227           System         4,588         96         191           System         4,588         96         191           System         28,384         93         1,137		z	Percent	2	Percent	z	Percent	z
System         5,184         95           School         36         88         2           System         4,879         89         202           School         26         84         5           School         40         100         257           School         35         97         1           School         35         94         227           System         4,588         96         191           System         4,588         96         191           System         28,384         93         1,137	chool	35	95			a	ស	37
School         36         88         2           System         4,879         89         202           School         26         84         5           System         4,527         91         257           School         40         100         257           School         35         97         1           System         4,588         96         191           System         4,588         96         191           System         28,384         93         1,137		5, 184	9			294	2	5.478
System         4,879         89         202           School         26         84         5           System         4,527         91         257           School         40         100         257           System         4,598         92         260           System         4,608         94         227           System         4,588         96         191           System         4,588         96         191           System         28,384         93         1,137	chool	36	88		S	С	7	7
School         26         84         5           System         4,527         91         257           School         40         100         257           School         35         97         1           School         21         75         7           School         21         75         7           System         4,588         96         191           School         193         91         15           System         28,384         93         1,137			G 88	202	4	408	7	5,489
System         4,527         91         257           School         40         100         260           System         4,598         92         260           School         35         97         1           System         4,608         94         227           System         4,588         96         191           School         193         91         15           System         28,384         93         1,137	chool	26	8	ß	16			31
School         40         100           System         4,598         92         260           School         35         97         1           System         4,608         94         227           School         21         75         7           System         4,588         96         191           School         193         91         15           System         28,384         93         1,137		4,527	5	257	S	185	4	4,969
System         4,598         92         260           School         35         97         1           System         4,608         94         227           School         21         75         7           System         4,588         96         191           School         193         91         15           System         28,384         93         1,137	chool	04	\$					40
School         35         97         1           System         4,608         94         227           School         21         75         7           System         4,588         96         191           School         193         91         15           System         28,384         93         1,137		4,598	92	260	ß	113	2	4,971
System         4,608         94         227           School         21         75         7           System         4,588         96         191           School         193         91         15           System         28,384         93         1,137	chool	35	16	-	С			36
School         21         75         7           System         4,588         96         191           School         193         91         15           System         28,384         93         1,137		4,608	94	227	S.	82	7	4,917
4,588 96 193 91 28,384 93	Schoo 1	21	75	7	25			28
93	System	4,588	96	191	4	50		4,799
68	Schoo 1	193	16	15	7	ស	8	213
	System 2	28,384	83	1, 137	•	1, 102	4	30,623



### ATLANTA PUBLIC SCHOOLS



1992-93

### WEST MANOR ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



### West Manor Elementary School 1992-93 FINAL SCHOOL REPORT

Evelyn G. Lewis, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Characteristics actors may have influenced student .	Critical Questions		Findings
• • •	I. General Descriptive Characteristics		
	What critical school factors may have influenced student performance?	•	The 1992-93 West Manor Elementary enrollment of 323 represented a 9.9 percent increase over the preceding school year. The increase was 16.6 percent over the three year period 1990 -93. Comparable systemwide elementary schools (K - 5) show a two year decline of 6.8 and a minus 5.3 percent over three years.
		•	Slightly over one-third of the students transferred to West Manor either from external school districts or internal APS schools. The staff, therefore, had to work with 119 new students in grades K - 5.
•		<u>•</u>	Despite this mobility factor, 95 percent or 308 of the students were on active roll seven or more attendance periods. Systemwide elementary schools K - 5, active roll findings for seven attendance periods exceeded the school's by 8 percentage points.
•		•	No pupil was placed on out-of-school suspension. The school's teacher-pupil ratio (21.5) was comparable to system data (22.2).
	2152	•	Eighty-eight percent of the kindergarten pupils had had community-based preschool care experience before entering West Manor. Only 13 percent of the school's kindergarteners, compared to 45 percent systemwide pupils, had no preschool to 6 months experience prior to entering school.

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance? (continued)	• All first grade pupils had enrolled in either an APS kindergarten (88 percent) or non-APS kindergarten programs (12 percent).
	<ul> <li>Instructional support projects in Chapter I Reading and Mathematics; or Remedial Education Program Reading, Mathematics and/or Writing were provided at the school.</li> </ul>
H. Performance-Based Assessment	
<ul> <li>A. Do any of the Georgia Kindergarten Assessment         Program (GKAP) capabilities or key indicators</li></ul>	<ul> <li>Kindergarten pupils were assessed on capability skills two structured assessments activities: communicative and logical mathematics; and three non-structured observationally appraised activities: physical, personal and social. All of the school's kindergarten pupils were rated as being capable of completing required tasks. The school's rating of 100 percent exceeded the ratings of APS system pupils and state pupils.</li> </ul>
B. What was the ending performance of kindergarten students in writing?	• At the end of the year, all kindergarten pupils were writing at or above the third Stage: "Invented Word Writer" (1 student or 2.5 percent) up to Stage 8: "Intermediate Story Writer" (1 student or 2.5 percent). Specific stages were Stage 4: "Copier" (3 students or 7.5 percent); Stage 5: "Phrase/Sentence Writer" (10 students or 25 percent) and Stage 7: "Intermediate Story Writer" (25 or 62.5 percent).
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	Critical Questions		Findings
<b>=</b>	Performance-Based Assessment (continued)		
	C. What changes took place from pretest to posttest on the whole language Periodic Reading Survey?	•	The fiction selections of the Whole Language Periodic Reading Survey are administered to students in the second through fifth grades. The overall results revealed that at each grade level, a larger percentage of students attained scores in the "excellent" and "upper middle" categories on the posttests than on the pretests.
		•	In addition to taking pretests and posttests on fiction selections, fourth and fifth grade students also took non-fiction selections. At the fourth grade level, a smaller percentage of students achieved scores at the "excellent" and "upper adequate" levels on the posttest than on the pretest. At the fifth grade level, however, a larger percentage of students scored in the categories "excellent" and "upper adequate" on the posttest than on the pretest.
Ħ	1. Georgia Curriculum-Based Assessment Program (1992 and 1993 Data) Grades 3 and 5		
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?		
	A. Grade 3	•	Third grade students achieved state goal in both 1992 and 1993 in the content areas: Language Arts: Reading, Mathematics and Social Studies. The school's scores did not indicate quality performance in any of the content areas during the two year comparison periods.
	B. Grade 5	•	The fifth grade students attained state goal in the content areas Language Arts: Reading, Mathematics and Health in both 1992 and 1993. quality performance was achieved in the content area Language Arts: Reading in both
	2120		1992 and 1993.

-3-

Critical Questions		Findings
IV. Jowa Tests of Basic Skills (ITBS)		
Were there changes in reading/mathematics achievement with respect to the following:		
A. Regular-program students?	• The re in 1997 reading The call attenda	The regular students' overall performance in reading and mathematics increased in 1993. There were, however, large declines at the second grade level in reading (a minus 15 percent) and mathematics (a minus 33 percent). Note: The category "regular students" includes students on active roll less than seven attendance periods and those on roll seven or more attendance periods.
B. Students who attended the school for seven or more attendance periods?	• The na seven lar stu	The national norm status in reading and mathematics of students on active roll seven or more attendance periods was one percentage point greater than regular students' achievement.
C. The percentage of students scoring within each quadrant?	Overal quadra showe	Overall, there were positive shifts in the percentage scoring within the 1-25 quadrant and the 51-75 quadrant in reading. The mathematics distributions showed less flux. The most discernible decline occurred at the 76-99 quadrant.
		2150

	Critical Questions	Findings
>	. Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter 1 - Traditional Program	• The school's students were enrolled in Chapter I Traditional classes. Except at the third grade level, the school's mean NCE gains exceeded system gains. At the third grade level there was a decline of 21 mean NCE points at the school while the system's students achieved a plus one mean NCE over the preceeding year.
-5-	B. Remedial Education Program (REP)	<ul> <li>The school's REP gains in reading were greater than those of system's pupils.</li> <li>An exception occurred at the second grade level where the West Manor pupils' mean NCE's declined 10 points.</li> </ul>
		In mathematics, the system's mean NCE gains were greater than the school's REP pupils'. In fact, West Manor REP enrollees' mean NCE's declined at almost each grade level. An increase of 3 NCE's occurred at the fourth grade.
	VI. Progression Status How did the school's progression status compare to that of the system?	The school's progression findings were comparable to that of system progression distributions.



### 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

### General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

### Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

### Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

### Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



### Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

### **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

### Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



08/06/93 WEST MANOR ELEMENTARY SCHOOL

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### GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

} !								
		1990-91	1991-92	1992-93	2 YEARS	! ! !	3 YEARS	PERCENT
100	CHOO	277	294	323	29	6.6	46	16.6
ALL	ALL ELEMENTARY	34,420	33,791	31,480	-2,311	-6.8	-2,940	-5.3 -
STA	STAFF/SCHOOL FACTORS (END OF	F YEAR)			SC	SCHOOL	ALL ELE	ALL ELEMENTARY
-	\$ 1 1 8 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
÷	PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	ADANCE PERIOOS TENDANCE PERIOD	S		308		27498 3982	87
લં	PUPIL TRANSFERS: NUMBER/PERCENT OF PUPI NUMBER/PERCENT OF PUPI MOBILITY INDEX	LS NEW LS NEW	TO SCHOOL TO APS		82 37 16	25 11	9541 3873 .38	30
ю	PUPIL-TEACHER RATIO				21.5		22.2	
4	OUT-OF-SCHOOL SUSPENSIONS	SNC			•	0	111	0
Š	PUPILS IN PROJECTS:							
	CHAPTER I READING				32	đ	15734	20
	CHAPTER I MATH				36	=	14903	47
	REP READING				51	16	4384	7
	REP MATH				37	=	3768	12

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08/06/93 WEST MANOR ELEMENTARY SCHODL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

SIATIVICATOR TACIONS (EMD OF TEAN)				
	NUMBER	PERCENT	NUMBER	PERCENT
PUPILS IN KINDERGARTEN AND FIRST GRADE:				
K-GARTEN - APS PRE-SCHOOL	0	0	291	ဟ
K-GARTEN - HEAD START	6	700	389	7
K-GARTEN - COMMUNITY PRE-SCHOOL	32	<b>8</b>	2257	42
K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	<b>L</b>	13	2391	45
FIRST GRADE - APS K-GARTEN	20	88	4862	06
FIRST GRADE - NON-APS K-GARTEN	7	12	481	o
FIRST GRADE - NO K-GARTEN	0	0	09	-
PERCENT PUPIL ATTENDANCE: 1990-91		9.96		4.40
1991-92 1992-93		9.96 90.96		94.2
PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91 1991-92 1992-93		97.6 97.9 97.2		97.2 97.4 97.4







# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty		Struct
Capabilities	Percel	Percentage Receiving "Yes" Rating	eiving g	Capabiliti
•	School	System	State	iniii fayi
				1. Communicative
1. Communicative	100	93	85	A. Processes Vis
	001	60	60	B. Processes Au
II. Logical-mathematical	100	ဂင	CC	C. Communicat
III. Physical	100	97	96	D. Demonstrate Literacy
IV Porsone	100	76	66	II. Logical-Mather
		5	3	A. Sorts Sets of
V. Social	100	94	93	B. Makes Comp
				C. Knows Num
Total Number Reported	40	5,325	95,915	D. Extends Pat

Structured Assessment Activities*	int Activi	ties*	
Capabilities and	Percen	Percentage Receiving "Yes" Rating	eiving ng
Ney indicators	School	System	State
I. Communicative			
A. Processes Visual Information	100	86	<b>76</b>
B. Processes Auditory Information	100	92	76
C. Communicates Orally	100	16	<b>76</b>
D. Demonstrates Emergent Literacy	100	06	68
II. Logical-Mathematical			
A. Sorts Sets of Objects	100	06	91
B. Makes Comparisons	100	91	91
C. Knows Numbers 1 to 10	100	93	93
D. Extends Patterns	100	82	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

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Department of Research and Evaluation #383-104



# GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
    interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*
  - follows one- and two-part or al directions repeats words and phrases presented or ally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
    - relates experiences
    - uses descriptive language
- expands speaking vocabulary
- D. Demonstrates Emergent Literacy
  - attends to print
    identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language
  - prints name and simple, self-selected words
     attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects
  - sorts objects by size\*, shape\*, color\* and/or
  - sorts objects by other characteristics (such as sorts foods by food groups)
- B. Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
     demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length

  - uses graphs to make comparisons
    demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\* matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

# III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across
- from, top, and bottom
- C. Performs Basic Locomotor Skills running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

## IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
   attempts new activities without undue
  - anxiety or fear
    plays well with other children
- B. Initiates Independent Activities
  chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers)
    makes independent choices during openended activities
- C. Acts Responsibly
  - follows classroom rules
    - treats others and their belongings with respect

## V. SOCIAL CAPABILITY

- A. Participation in Group Activities participates in group activities as a leader and/or follower
  - participates in cooperative activities
- B. Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher
- Skills Assessed with Structured Assessment Activities.



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*BASED ON END OF YEAR SAMPLE FILED IN STUDENT'S PORTFULID AND SCORED	
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10	USING THE APS STAGES OF WRITING DEVELOPMENT SCORING GUIDE
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STAGE 3: INVENTED WORD WRITER STAGE 4: COPIER STAGE 6: PHRASE/SENTENCE WRITER

# Stages of Writing Development

以上,我们就是一个人的,我们也是一个人的,我们就是一个人的,我们就是一个人的,我们就是一个人的,也是一个人的,也是一个人的,也是一个人的,也是一个人的,也是一个人的,也是一个人的,也是一个人的,也是一

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year.

# **Description of Writing Stages**

- Stage 1 Pictographic Writer
- Child writing is drawing; does not use alphabet letters.
- Stage 2 Scribble Writer
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message
- Stage 3 Invented Word Writer
- Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4 Copier
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Stage 5 New Word Writer
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story
- Stage 6 Phrase/Sentence Writer
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Stage 7 Simple Story Writer
- Child's story consists of short related sentences.
- Stage 8 Intermediate Story Writer
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes Advanced Story Writer Stage 9

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS
PERFORMANCE CATEGORY DISTRIBUTION
MATCHED RESULTS FOR FICTIGN

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		,	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	
					DIFFERENCE	PRETEST		DIFFERENCE		POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# Periodic Reading Surveys

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Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest. The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement

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RESULTS	z	
SURVEY	21BUT 10	2011011
READING	2Y DISTE	
WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS	PERFORMANCE CATEGORY DISTRIBUTION	THE RESERVE AND THE PARTY OF TH
LANGUAGE	PERFORMAN	****
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MATCHED RESULTS FOR NON-FICTION

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	TOTAL	48	<b>4</b>	63	9	=======================================	
ý	EMENT	* <del>-</del>	.3 6	27	-5 -5	21	<del>2</del> 9
20.02	IMPROV	z <sup>o</sup>	ကကု	17	4 to	23	17
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ADEQUATE	MIDDLE	z <sup>©</sup>	13	82	- 12 - 6	24	25
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		EVE	LEVEL	LEVEL	LEVEL		
		DDETECT		PRETEST	POSTTEST DIFFERENCE		

+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

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# School Content Area Summary

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: WEST MANOR ELEM

School Code: 2569

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dark	shaded area =	Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	168 ±4				****		
Literal Comp	177 ±4	}			· · · · · · · · · · · · · · · · · · ·		
Infer & Crit Comp	163 ±5			*****	+++++		
Reference & Study	173 ±3					·	
<u> </u>		M = 39		\$.6	3.2145 Q.	P.#156	
MATHEMATICS	176 ±3		-		eselese		
Numbers & Num Rel	175 ±3					5 (40) - 20) - 20)	
Operations & Comp	180 ±2	1					
Geometry	174 ±2	1					
Measurement	179 ±3						
Prob & Stat	190 ±2				-4		
PROBLEM SOLVING	176 ±3				lan	To the	
•		M = 39			3.=167 A.	P +184	
SCIENCE	152 ±2			***		- A	
Life Science	168 ±3		-	. '			
Earth Science	158 ±2	<u> </u>		•••	1		
Physical Science	142 ±1			+		*	
Process Skills	157 ±1			1	•		
Env/Sci/Tech/Soc	145 ±4			ecocleses		• •	
		M = 39			1.=167 <b>f</b> .	P.#142	
SOCIAL STUDIES	165 ±3				***		
Communities	164 ±2				- <del> </del>		
Citizenship	176 ±5				***********		
American Heritage	162 ±2	j		•••	••		
Skills	174 ±4					•	
		N = 39		• 6	3.=167 Q.	P.#142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goel in the areas of Language Arts: Reading, Methematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school score

# **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: WEST MANOR ELEM

School Code: 2569

GRADE 3

Date Printed: 18AUG93

Content Area/	Score/	Light shace	ded area = St	ate Goal Dark	k shaded area =	· Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	177 ±3				0100111		
Literal Comp	188 ±3				l		
Infer & Crit Comp	174 ±4				0000		
Reference & Study	176 ±2	ł			****		
<u> </u>		N = 43				.F.×15#	
MATHEMATICS	178 ±3					**************************************	
Numbers & Num Rel	178 ±2				***		
Operations & Comp	183 ±2	1			g-lan	·	
Geometry	174 ±2	1			anter .		
Measurement	179 ±2	}			ander	The Art of the State of the Sta	
Prob & Stat	189 ±1	1				<b>₩</b>	
PROBLEM SOLVING	180 ±3	1	•		***		
		N = 43			G.=167 0	.P. =192	
SCIENCE *	157 ±3			***			<del></del>
Life Science	172 ±2	1		1 .	4. <del>4 </del> -	And the second	
Earth Science	164 ±2			į	1		
Physical Science	145 ±2			**	•		
Process Skills	156 ±1			, <del>- -</del>		Section 1	
Env/Sci/Tech/Soc	160 ±3	1		•••	••		
		N = 43			G.=167 g	.P. =192	
SOCIAL STUDIES	172 ±3			_			<del></del>
Communities	168 ±2				`	y4	
Citizenship	182 ±3	1			****{****	25.v	
American Heritage	166 ±2				***	\$7.5	
Skills	175 ±3				****	• •	
		N = 43		s.	.e.=167 0.1	P.×192	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

2182

\*--The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score

\*\*\* \* the standard error (S.E.)

Note: Centent Area scores are scaled separately and are not simple averages of strand scores.



# **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: WEST MANOR ELEM

School Code: 2569

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, dark shaded area = Quality Performance
LANG ARTS: READING	192 ±4	125 130 175 200 22:
Literal Comp	208 ±4	
Infer & Crit Comp	194 ±6	
Reference & Study	184 ±2	teles.
		N = 48 S.R.=162 R.F.+187
MATHEMATICS	172 ±2	esjes
Numbers & Num Rel	177 ±2	· · · · · · · · · · · · · · · · · · ·
Operations & Comp	170 ±2	
Geometry	169 ±1	+
Messurement	170 ±3	wipon
Prob & Stat	191 ±3	
PROBLEM SOLVING	181 ±2	weeken.
		N = 48 S.S. \$167 S.P. #192
SCIENCE	158 ±2	nder .
Life Science	161 ±1	+ +
Earth Science	159 ±2	
Physical Science	162 ±1	· · · · · · · · · · · · · · · · · · ·
Process Skills	166 ±3	T miles
Env/Sci/Tech/Soc	146 ±1	•
		N = 45 S.G. 2145 G.P. 2155
SOCIAL STUDIES	157 ±2	***
Geog Regions	163 ±3	· · · · · · · · · · · · · · · · · · ·
Canada Hist/Geog	No report	Strand contains fewer than ten items.
U.S. pre-1791	160 ±1	+
U.S. 1791-1875	153 ±1	* ************************************
U.S. 1875-1932	160 ±1	+
U.S. 1932-present	164 ±1	+
Skills	162 ±4	· · · · · · · · · · · · · · · · · · ·
		H = 45 S.S.2178 S.P.2138
HEALTH	180 ±2	edus.
Safety	No report	Strend centains fower than ten items.
Nutrition	172 ±1	+
Personal Health	No report	Strend contains fower than ten itame.
Substance Abuse	188 ±2	sejen ·
Growth, Dev & Fam	167 ±1	••
Mental Haalth	No report	Strand centains fower than tan items.
		N = 45 3.0.=176 Q.P.=19E

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

† • the school score

\*\*\* \* the standard error (5.2.)



# **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: WEST MANOR ELEM

School Code: 2569

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	ded area = St	ite Goal Dar	k shaded are	a = Quality Perfo	rmance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS: READING	187 ±3						
Literal Comp	206 ±4	1				4400[1444	
Infer & Crit Comp	185 ±5				**	i <del>cal</del> as <del>usu</del> '	
Reference & Study	182 ±2				-	••	
		N = 63			.G.=162	Q.F.=167	
MATHEMATICS	174 ±2				***		
Numbers & Num Rel	174 ±2	]			**	·* .	
Operations & Comp	172 ±2				••		
Geometry	170 ±1				<del>- -</del>		
Measurement	173 ±3				****	.4.) V	
Prob & Stat	194 ±2				•	<del>udor</del> .	
PROBLEM SOLVING	182 ±2	1			•	<del> </del>	
		N = 63		\$	.G.=167	Q.F.×192	
SCIENCE	159 ±2			***	<b>—</b>		
Life Science	158 ±1			4		4 N	
Earth Science	158 ±1			•			
Physical Science	165 ±0			•	ŧ		
Process Skills	168 ±2				•		
Env/Sci/Tech/Soc	152 ±1			+	,	3777	
<u> </u>		N = 63		•	.G.=168	Q.P. #193	
SOCIAL STUDIES	158 ±1			*		100	*
Geog Regions	164 ±1			•	+		
Canada Hist/Geog	135 ±0		+		•		
U.S. pre-1791	162 ±1	1	•		+	A CONTRACTOR	
U.S. 1791-1875	154 ±1			+	•	1.04	
U.S. 1875-1932	162 ±1			•	+		
U.S. 1932-present	162 ±1				+		
Skills	163 ±3	1			• <del>•• •••</del>		
		N = 63		s	.6.=170	0.7.=19\$	
HEALTH	177 ±1				+	2048494	
Sfty/Prs/Mntl Hlth	181 ±1				•	• 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
Nutrition	169 ±1				4•		
Substance Abuse	185 ±1	1			•	+ · · · · · · · · · · · · · · · · · · ·	
Growth, Dev & Fam	168 ±1				<del>- -</del>	* * **********************************	•
-		N = 63		_	.6.=176	0.P.=19\$	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Health.

In addition, your school's scores indicate quality performance in the area of Language Arts: Reading.

2184

Hote: Content Area secree are seeled separately and are not simple everages of strand secree.



<sup>† =</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

Iowa Tests Of Basic Skills (Regular Program Students Tested)

Reading

	Number Tested		Perce	int At/Ak onal Nor	Percent At/Above National Norm(NP*50)	
Grade	1993	1990	1991	1992	1993	*Diff
	57	79	7.4	5	8 1	
00	40	65	39	28	<b>4</b> 3	
03	43	99	88	9	47	
90	47	26	52	33	38	
05	19	20	54	52	26	
School Total	262	<b>9</b>	49	20	54	4
Elem. 1-5 Schools	23,856	09	40	40	51	ဇှ
	Mathematics					
	Number		Percen Natio	Percent At/Above National Norm(NP=50)	3V8 1 (NP≠50)	
Grade	1993	1990	1991	1992	1993	*Diff
10	26	79	76	89	79	
03	48	79	78	87	54	
03	42	65	51	47	67	
40	47	20	22	7	49	

• Difference = 1993 - 1992

Elem. 1-5 Schools School Total

23,687

SCHOOL: 41861 WEST MANOR ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

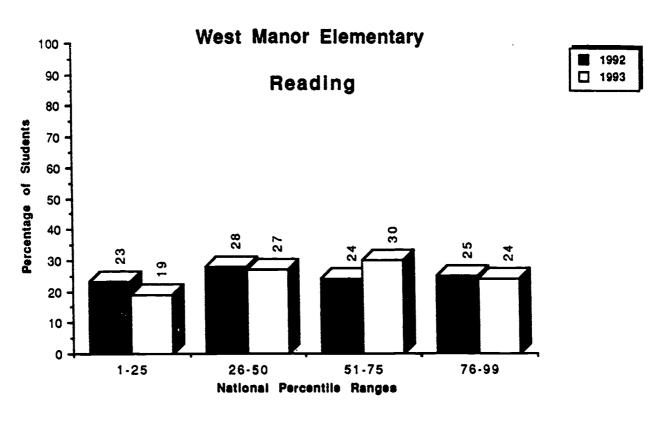
# READING

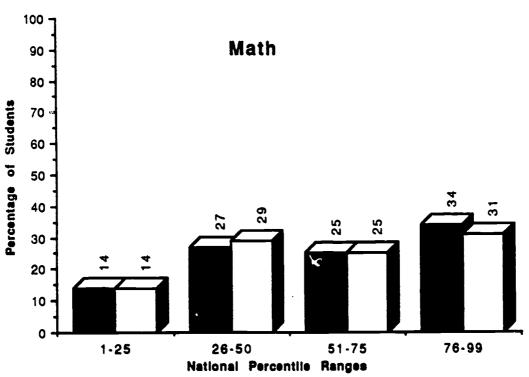
MATHEMATICS

		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
50	56	45	80	55	43	78
003	67	22	45	49	78	57
i 60	7	19	46	<b>Q</b>	27	89
40	45	17	38	45	22	49
90	09	34	57	09	32	53
SCHOOL TOTAL	251	137	55	249	152	61
ELEMENTARY K-5 SCHOOLS 21,280	LS 21,280	11,200	53	21,123	12,103	57

-22-

# Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993

Reading         Mathematics           Grade         N         1992         1993         Gain         N         1992         1993	Chapter I Results Mean NCE Gains Students with ITBS Results for IWO Years*	1993 1993 23 37	Mathemat 1992 	NCE Gains Results for Two	Gain -21	Student 1993 15 15 35 45	Readtr 1992 36 28 35	z   - 0 7	Grade  O3 Non SWP  O4 Non SWP	G 60 X 80 X 80
	School	tcs	Mathemat		I	Ş.	Readir			
				chool	x					

Gain

? വ ស

	Ga∤n	7	Ξ	7	-	8	ო	ស	60
ics	1993	46	47	38	32	37	38	39	42
Mathemat	1992	39	36	39	34	32	32	34	34
	Gain	6	4	-	ည	4	9	φ	თ
ō.	1993	38	39	35	38	38	42	0	45
Readt	1992								
	z	589	574	783	791	738	827	764	889
	Grade	02 Non SWP	O2 SWP	03 Non SWP	J#S	04 Non SWP	SWP	Non SWP	SWP
		Reading Mathematics 1992 1993 Gain N 1992 1993	Reading         Mathematics           1992         1993         Gain         N         1992         1993           35         38         3         476         39         46	Reading         Mathematics           1992         Gain         N         1992         1993           35         38         3         476         39         46           35         39         4         494         36         47	Reading       1992     Iggs     Iggs     1992     1993       35     38     3     46       35     39     4     494     36     47       34     35     1     556     39     38	Reading           1992         1993         Gain         N         1992         1993           35         38         3         46         39         46           35         39         4         494         36         47           34         35         1         556         39         38           33         38         5         444         34         35	Reading         1992       1993       Gain       N       1992       1993         35       38       3       46       36       46         34       35       1       556       39       38         34       38       5       444       34       35         34       38       4       444       34       35	Mathematics         1992       1993       Gain       N       1992       1993         35       38       3       46       36       47         34       35       1       556       39       38         34       38       4       35       37         36       42       670       35       37         36       42       670       35       38         36       42       670       35       37	Reading       1992     1993     Gain       5     35     38     4       3     34     38     5       4     34     38     4       7     36     42     6       4     34     40     6

Scores for students in the Program for Exceptional Children are excluded
 Key: SWP = School Wide Project School(s)
 NonSWP = NON-School Wide Project School(s)

10/06/93 WEST MANOR ELEMENTARY SCHOOL.

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain	"	<b>7</b> 1	- 18	ო	89-				Gain	+	ღ -	· N	9
tics	1993	8	c S	27	36	27			atics					
Mathema	1992 1993	;	ŧ	45	33	35			Mathem		39 43			
	z	9	<u>e</u>	8	12	ო				z	681	707	954	866
								System						
	Gain		-10	8	ო	12				Gatn		81	4	7
g									gut					
Read	1992 1993		<del>8</del>	34	31	32			Read	1992	36 36	33	35	35
	z		5	Ξ	Ξ	80				z	857	983	1062	1055
	Grade		8	03	9	90				Grade	05	03	9	90

+ Scores for students in the Program for Exceptional Children are excluded

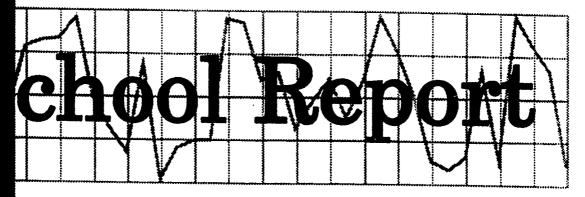
1992-93 Progression Status Report

Grades K - 5

	Pro	Promoted	Admin. Placed	aced	Rei	Retained	Total
·ade X School	z 7	Percent	Z	Percent	Z	Percent	z Ŧ
	m 5,184	<b>96</b>			294	ស	5,478
School	1 52	16			S	6	57
System	4,879	g: 80	202	•	408	7	5,489
02 School	53	91	4	7	-	. 2	28
System	m 4,527	16	257	ហ	185	₹	4,969
03 School	11 42	88	9	9	က	9	48
System	4,598	95	260	ស	113	2	4,971
04 School	)1 45	88	ស	10	•	2	51
System	am 4,608	46	227	ນ	82	8	4.917
05 School	51 68	100					89
System	4,588	96	191	4	70		4,799
School	108 10	66	12	4	ot O	ო	323
Syste	System 28,384	66	1,137	▼	1, 102	•	30,623



# ATLANTA PUBLIC SCHOOLS



1992-93

# WHITE ELEMENTARY SCHOOL

Research & Evaluation *Final Copy* 



# WHITE ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT Emma P. Popwell, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress.

	Critical Questions	Findings
<b>-</b>	General Descriptive Characteristics What critical school factors may have influenced student performance?	• The enrollment at White increased to 314 students in 1993, including about 170 new students. Once enrolled, 83 percent of the students remained stable on active roll for seven or more of nine attendance periods.
		• The average class size was 26 students, compared to the systemwide average of 22. Student attendance of 94 percent and staff attendance of 97 percent were the same as the systemwide averages.
		<ul> <li>A large proportion of the kindergarten class (60 percent) did not attend formal preschool programs prior to entering school. All of the first grade students had kindergarten experience.</li> </ul>
		• Programs for instructional support included Chapter I, Remedial Education, Exceptional Children, Special Instructional Assistance, After-School Program for tutorial and enrichment and other local projects and services.
11	Performance-Based Assessment	
	A. Do any of the Georgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	<ul> <li>The performance-based assessment consisted of classroom tasks, student projects and observations to measure student progress.</li> </ul>

Critical Questions	Findings
11. Performance-Based Assessment (contd.)	
	• The GKAP measured performance on structured assessment activities and behavioral observations about the capabilities of the 49 kindergarten students in five areas. The percentages of students receiving "Yes" ratings on these five areas were: Communicative (84 percent), Logical/Mathematical (82 percent), Physical (92 percent), Personal (84 percent), and Social (82 percent). A range of 80 to 94 percent of the kindergarten students received "Yes" ratings on the structured assessment activities for Communicative and Logical/Mathematical.
B. What was the ending performance of kindergarten students in writing?	• The end-of-year writing samples filed in the students' whole language portfolios were scored by teachers for nine stages of writing. The results for 49 students showed the following number of students in each stage of writing development: Pictographic Writer (0), Scribble Writer (1), Invented Word Writer (6), Copier (6), New Word Writer (3), Phrase/Sentence Writer (12), Simple Story Writer (21), Intermediate Story Writer (0), and Advanced Story Writer (0). The majority of the students ended the year with the ability to apply meaning to sentences and to write a story that consisted of short related sentences. No students were assessed as Intermediate or Advanced Story writers.
	• The kindergarten class performed quite well in view of the fact that 60 percent of the students did not have formal preschool experience prior to entering kindergarten.
C. What changes took place from the pretest to the posttest on the whole language Periodic Reading Survey?	• The pretest and posttest results for the fiction reading selection showed that the number and percentage of second, third and fourth grade students in the Needs Improvement performance category decreased, as performance improved to the Adequate and Excellent performance categories.
	<ul> <li>The majority of the fifth grade students maintained performance in the Adequate category for fiction, while seven students were in the Excellent category and five ended the year in the Needs Improvement category.</li> </ul>
	• For nonfiction, the performance was primarily in the Adequate category.  Nine fourth graders and five fifth graders were in the Excellent category and five fourth graders and four fifth graders needed improvement.

III. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5  In which content areas and strands did students achieve the state goal and/or quality performance?  A. Grade 3  B. Grade 5	• •
In which content areas and students achieve the state quality performance?  A. Grade 3  B. Grade 5	• • •
	<ul> <li>The May 1992 and May 1993 testing of the CBA yielded aggregate scores for the school, system and state and no individual student score reports were provided. The performance level benchmarks for each content area were State Goal (adequate and acceptable), and Quality Performance (beyond acceptable and represented excellence in performance).</li> <li>The performance of third grade students met or exceeded the State Goal in the content areas of Language Arts/Reading and Mathematics in both in the content areas of Language Arts/Reading and Mathematics in both</li> </ul>
	The performance of third grade students met or exceeded the State Goal in the content areas of Language Arts/Reading and Mathematics in both
	1992 and 1993, and for Social Studies in 1993. One Science strand (Life Science) and two Social Studies strands (Citizenship and Skills) were at the State Goal performance level for both years.
	• The school's scores for fifth grade met or exceeded the State Goal in the content areas of Language Arts/Reading and Health in both 1992 and 1993, and in Mathematics in 1993. Additionally, four Mathematics strands and Mathematics Problem Solving were at the State Goal performance level for both years; and the Literal Comprehension strand was at Quality Performance for both years.
IV. lowa Tests of Basic Skills (ITBS)	
Were there changes in reading/mathematics achievement with respect to the following:	ematics wing:
A. Regular-program students?	<ul> <li>Achievement on the ITBS for 1992 showed that the percentages scoring at or above the national norm were 36 for reading and 42 percent for mathematics.</li> </ul>

-3-



	Critical Questions	Findings
<u>.</u>	Continued.)	
	A. Regular-program students? (Continued)	Total school performance on the ITBS for 1993 increased from 36 to 38 percent for reading and 42 to 55 percent for mathematics. Grade-level data for the percentages scoring at or above the national norm for 1993 showed the following:
		Grade 1 - 57 percent for Reading; 70 percent for Mathematics Grade 2 - 36 percent for Reading; 51 percent for Mathematics Grade 3 - 23 percent for Reading; 62 percent for Mathematics Grade 4 - 43 percent for Reading; 41 percent for Mathematics Grade 5 - 29 percent for Reading; 55 percent for Mathematics
	B. Students who attended the school for seven or more attendance periods?	• Eighty-three percent of White's students remained stable at the school for seven or more of nine attendance periods (140 or more of 180 days). The national norm achievement for the stable students at each grade level was higher in both reading and mathematics, when compared to the total grade levels.
	C. The percentage of students scoring within each quadrant?	• The 1992 and 1993 comparison of scores in the national percentile ranges reflected the increase in reading and mathematics achievement, as a greater percentage of students earned scores in the two higher percentile ranges (51-99).
>	Project Results	
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheets?	
	A. Chapter I - Traditional Program	• The traditional Chapter I Program was implemented at Walter White School, in which third, fourth and fifth grade students averaged 3 to 8 NCE gains for reading and 4 to 13 NCE gains for mathematics.
		• Students in traditional Chapter I Program systemwide averaged 1 to 6 NCE gains for reading and 2 to 7 NCE gains for mathematics. The exception was for third grade which recorded a loss of 1 NCE point for mathematics.

-4-

	Critical Questions	Findings
>_	Project Results	
	B. Remedial Education Program (REP)	• REP achievement gains were made in third and fourth grade reading and fifth grade mathematics. The achievement gains for REP students systemwide averaged 2 to 7 points for reading and 2 to 5 points for mathematics. The exception was for third grade which lost one NCE point for mathematics.
	VI. Progression Status	
•	How did the school's progression status compare to that of the system?	<ul> <li>Kindergarten students were assessed on the GKAP and Stages of Writing Development, and other students were assessed in accordance with the system's Pupil Progression Policy.</li> </ul>
		<ul> <li>A range of 80 to 94 percent of the kindergarten students demonstrated overall capability for the five developmental areas of the GKAP, and all were promoted.</li> </ul>
		• The progression status report for 1992-93 showed that 96 percent of White's students were promoted, 2 percent were administratively placed, and 2 percent were retained. Last year in 1991-92, 90 percent were promoted, 3 percent were administratively placed and 6 percent were retained. Systemwide in 1993, 93 percent were promoted, 4 percent were administratively placed and 4 percent of the students were retained.

R&E/EPP:If/jep October 18, 1993

# 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

# General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

# Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

# Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled scores representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

# Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



# Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

# Project Results

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

# Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



GENERAL DESCRIPTIVE CHARACTERISTICS

O8/O6/93 WHITE ELEMENTARY SCHOOL

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

ပ

1 1 1 1 1 2 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5					DIFFERENCE	ENCE	
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCHOOL ALL ELEMENTARY	274	296	31,480	18	6.4 6.8	40	14.6 6.3
ACTORS (END OF	YEAR)			SC	SCHOOL	ALL ELE	ALL ELEMENTARY
				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	NCE PERIODS DANCE PERIOD	Ş		260	83 17	27498 3982	87 13
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NEW TO SCHOOL NUMBER/PERCENT OF PUPILS NEW TO APS MOBILITY INDEX	1LS NEW TO S	CHOOL		461 88.4. 89.6.4.	6.4 6.4	9541 3873 38	30
3. PUPIL-TEACHER RATIO				26.2		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS				0	0	111	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING				<b>60</b>	26	15734	50
CHAPTER I MATH				46	5	14903	47
REP READING				23	7	4384	<b>4</b>
REP MATH				23	7	3768	12
SPECIAL INSTRUCTIONAL	L ASSISTANCE			\$	7	1083	က
AFTER-SCHOOL PGM. FOR	R SCHOOL-AGE CHILDREN	CHILDREN		4	Ĉ.	2028	9

08/06/93 WHITE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

¥ I	STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL ELI	ALL ELEMENTARY
:		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:				
	K-GARTEN - APS PRE-SCHOOL	<b>65</b>	11	291	ហ
	K-GARTEN - HEAD START	e	ø	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	65	17	2257	45
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	28	09	2391	45
	FIRST GRADE - APS K-GARTEN		6	4862	8
	FIRST GRADE - NON-APS K-GARTEN	•	σ	481	σ
	FIRST GRADE - NO K-GARTEN	0	•	09	-
	PERCENT PUPIL ATTENDANCE: 1990-91		94.6		4.46
	1991-92 1992-93		93.7		94.1
7.	PERCENT CERTIFIED STAFF ATTENDANCE: 1990-91		98.3 97.3		97.2
	1992-93		96.5		97.1

# Georgia Kindergarten Assessment Program 1993

Overall	Overall Capability	t,		
Capabilities	represer Via	Percentage Receiving "Yes" Rating	eiving <b>g</b>	
•	School	System	State	
				1. Co
I. Communicative	84	93	36	A.
	00	60	60	B.
II. Logical-Mathematical	72	20	90	ပ
III. Physical	85	97	96	D
1	70	3	60	1:
IV. Personal	#o	6	70	¥
V. Social	82	94	93	B.
				C
Total Number Reported	49	5,325	95,915	D.

Structured Assessment Activities*	ent Activi	ties*	
Capabilities and	Fercen "Y	Percentage Receiving "Yes" Rating	eiving ng
Rey Indicators	School	System	State
I. Communicative	est está.	n kalan	
A. Processes Visual Information	88	86	85
B. Processes Auditory Information	85	62	6
C. Communicates Orally	98	91	85
D. Demonstrates Emergent Literacy	84	06	89
II. Logical-Mathematical			
A. Sorts Sets of Objects	82	06	91
B. Makes Comparisons	80	91	91
C. Knows Numbers 1 to 10	98	93	93
D. Extends Patterns	94	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

Department of Research and Evaluation #383-104



# GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
    interprets pictures
- B. Process Auditory Information
  - recalls auditory sequences of letters, words, numbers, and rhythmic patterns
  - discriminates similarities/differences in words\*
  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction
  - retells stories\*
  - relates experiences
  - uses descriptive language
  - expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- attends to print
  - identifies the main idea of a picture
  - sequences pictures to tell a story makes predictions

  - distinguishes between letter\*, word\*, and sentence
  - dictates stories to be written by the teacher
  - demonstrates understanding of the relationship between spoken and written language

  - prints name and simple, self-selected words
    attempts to "write," including drawing,
    scribbling, writing letters, using inventive
    spelling, using conventional spelling, or writing whole sentences
  - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

# II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
    demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length
  - uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

# III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without samples
  - use scissors to cut appropriately manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answer.
   attempts new activities without undue
  - anxiety or fear
  - plays well with other children
- B. Initiates Independent Activities chooses an activity to pursue (with little or no direction from others) when working time
  - is student-focused (such as learning centers) makes independent choices during open-ended activities
- C. Acts Responsibly follows classroom rules
  - # treats others and their belongings with respect

### SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
    - participates in cooperative activities
- B. Carries Out Assigned Tasks
  - carries out tasks to completion that are assigned by the teacher

\*Skills Assessed with Structured Assessment Activities.



8/18/93

S 7 0			4 1868
ATLANTA PUBLIC SCHOOLS	STAGE OF WRITING DEVELOPMENT.	END OF KINDERGARTEN - 1993	WHITE ELEMENTARY SCHOOL

7/21/93

# Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide.

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

# Description of Writing Stages

- Pictographic Writer Stage 1
- Child writing is drawing; does not use alphabet letters.
- Scribble Writer Stage 2
- Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.
- Invented Word Writer Stage 3
- Child begins to include familiar letters and numerals along with drawings, has made connection that written symbols convey thoughts. Child's name may be written among the letters.
- Stage 4
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- **New Word Writer** Stage 5
- Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.
- Phrase/Sentence Writer Stage 6
- Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.
- Simple Story Writer Stage 7
- Child's story consists of short related sentences.
- Intermediate Story Write Stage 8
- Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.
- Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

R&E:jep 8/16/93 #441-107

2218

**Advanced Story Writer** 

Stage 9

WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

WHITE ELEMENTARY SCHOOL SCHOOL:

10/11/93

ERIC

Full Text Provided by ERIC

	NT TOTAL		31 42		-26	4 27	0 27	<b>*</b>	16 49		<b>&amp;</b>		12 34		ო			7 152	-10
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	EXCELLENT	z	ო	9	ო	4	<b>•</b>	9	=	5	-		12	7	<b>.</b>		ç	32	ເດ
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			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		LEVEL	LEVEL	LEVEL				
			PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE		PRETEST	٩	DIFFERENCE				

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. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

# ERIC.

# Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, student's answer is worth.

Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and positests (one fiction and one nonfiction each time). The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade size, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the sifference from pretest to positiest.

-15-

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR NON-FICTION

WHITE ELEMENTARY SCHOOL

	TOTAL	47	99	87
		4	8 C 8 8 -	550
NEEDS	IMPROVEMENT	Z ON ID ON	r 4 c	<b>၈၈</b> ೦
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ADEQUATE	MIDDLE	z==°	6 - 2-	20 18 -2
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	UPPER	Z0	4. 6. 8.	33 8
	ENT	1 + 1 5 % 1 + 1 9 6	8 E E E E	22 16 -6
	EXCELLENT	Z 7 0 E	- ro c -	0 4 i
		444	លលល	
		LEVEL LEVEL LEVEL	LEVEL	
		PRETEST POSTTEST DIFFERENCE	PRETEST POSTTEST DIFFERENCE	

2222

2224

. AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.

10/11/93

SCHOOL:

# **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: WHITE ELEM

School Code: 3069

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = St	ate Goal, dark	shaded area	= Quality Perfor	mance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	175 ±3	1			***		
Literal Comp	180 ±3	Ì			***		
Infar & Crit Comp	172 ±4				****		
Reference & Study	178 ±2						
	<u> </u>	M = 51			<u>6.9165                                      </u>	P.#146	
MATHEMATICS	176 ±3				<del></del>	1988	
Numbers & Num Rel	177 ±3	]			***		
Operations & Comp	177 ±3				***		
Geometry	175 ±2				***		
Measurement	181 ±2				***	di di di di di di di di di di di di di d	
Prob & Stat	189 ±2				·	mps. 3 7	
PROBLEM SOLVING	175 ±3				fan		
		N = 51		<u>s.</u>	8.=167 B	P.#192	
SCIENCE	153 ±2			•••		22.44人。卷5	٠ ـــ
Life Science	167 ±2				** **		
Earth Science	158 ±2			***			
Physical Science	144 ±1			+			
Process Skills	158 ±1			+			
Env/Sci/Tech/Soc	149 ±3	ł		***			
	<u> </u>	H = 51			G.=167 G	P.#152	<del> </del>
SOCIAL STUDIES	164 ±2						
Communities	163 ±2				<del> </del>		
Citizenship	180 ±3				***		
American Heritage	161 ±2			••	<del>  ••</del>		
Skills	172 ±3				400		
		N = 51		<u> </u>	G.=167 G	.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2226

the standard error (S.E.)



-17-

## School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: WHITE ELEM

School Code: 3069

**GRADE 3** 

Date Printed: 18AUG\$3

Content Area/	Score/	Light shad	ded area = St	ate Goal Dai	rk shaded area	a = Quality Perfor	mance
Strand	S.E.	100	125	150_	175	200	225
LANG ARTS: READING	171 ±3				440 000		
Literal Comp	176 ±4				****	<b>"</b>	
Infer & Crit Comp	170 ±4				*****		
Reference & Study	175 ±2				, ***	: * - · ·	
		N = 38			.G.=165	0.F.*19#	
MATHEMATICS	173 ±3				***		
Numbers & Num Rel	176 ±3				, ****		
Operations & Comp	178 ±3				***		
Geometry	174 ±2				<del> </del> '		
Measurement	174 ±2				<del> </del>		
Prob & Stat	189 ±1				•	+	
PROBLEM SOLVING	175 ±3	ļ			***fee	N. 2003 N. W. W. W. W. W. W. W. W. W. W. W. W. W.	
		M = 38			.B.=167	Q.P. #192	
SCIENCE *	152 ±3			***			
Life Science	168 ±2			•	**	2000 Ha	
Earth Science	159 ±2	1		•••	••		
Physical Science	144 ±2			**			
Process Skills	156 ±2			•			
Env/Sci/Tech/Soc	153 ±4			****			
	<del> </del>	N = 38		s	.c.=167	0.P.×192	<del></del>
SOCIAL STUDIES	165 ±4	1			****		
Communities	165 ±3				***		
Citizenship	173 ±5				*****		
American Heritage	161 ±2			•	· <del>·</del>		
Skills	169 ±4				****		
		N = 38			.G.=167	0.P.#152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, and Social Studies.

However, your school's scores do not indicate quality performance in any content area.

2227

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

† = the school score

\*\*\* = the standard error (S.E.)

Note: Centent Area scores are socied separately and are not simple averages of strand scores.



## **School Content Area Summary**

System Name: ATLANTA CITY

System Coda: 761

School Name: WHITE ELEM

School Code: 3069

**GRADE 5** 

Date Printed: 11NOV92

Content Area/	Score/	Light shaded arez = State Goal, dark shaded area = Quality Performance
Strand	S.E.	100 125 150 175 200 22
LANG ARTS: READING	173 ±4	
Literel Comp	190 ±5	
Infer & Crit Comp	171 ±7	
Reference & Study	177 ±2	·
		N = 35 S.S.=162 S.P.=187
MATHEMATICS	160 ±3	••••
Numbers & Num Rel	166 ±2	***
Compations & Comp	160 ±3	*******
Geometry	165 ±2	***************************************
Measurement	171 ±3	
Prob & Stat	183 ±4	· · · · · · · · · · · · · · · · · · ·
PROBLEM SOLVING	171 ±4	
United today.		N = 35 S. S. S. S. S. P. +192
SCIENCE	151 ±2	
Life Science	156 ±1	• <del>•</del>
Earth Science	155 ±2	T
Physical Science	162 ±1	
Process Skills	156 ±3	T The state of the
Env/Sci/Tech/Soc	156 ±3	+
7114, 2011 (ACU) 20C	-74 II	W = 35 2.8.=168 A.F.=15%
SOCIAL STUDIES	150 ±2	****
Geog Regions	150 ±2	****
Canada Hist/Geog	to resert	Strand centains fewer than ten items.
U.S. pre-1791	161 ±1	
U.S. 1791-1875	152 ±1	*
U.S. 1791-1875 U.S. 1875-1932	156 ±1	+
	1000	<b>T</b>
U.S. 1932-present	162 ±1	<b>T</b>
Skills	150 ±4	M = 36 S.S.S176 G.P.S156
UEAL TU	1/2 /-	
HEALTH	168 ±2	Strand centains fever than (an items.
Safety	No report	
Nutrition	168 ±1	Shound contains forms then ten items.
Personal Health	No report	Strand centains fewer than ten items.
Substance Abuse	175 ±2	+
Growth, Dev & Fam	164 ±1	+
Mental Health	No report	
		H = 35 S.S.=178 G.P.=198

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

† = the school score





## School Content Area Summary

System Name: ATLANTA CITY

System Gode: 761

School Name: WHITE ELEM

School Code: 3069

**GRADE 5** 

Data Printed: 18AUG93

Content Area/	Score/ S.E.	. •				a = Quality Perform	
Strand		100	125	150	175-	200	225
LANG ARTS: READING	173 ±4				****		
Literal Comp	197 ±5						
Infer & Crit Comp	165 ±7			****	***	•	
Reference & Study	176 ±2				•=		
· ·		N = 43			<u>6.*162                                    </u>	9.7.4287	
MATHEMATICS	164 ±3			•	, <del></del>	s i e	
Numbers & Num Rel	169 ±2				**		
Operations & Comp	168 ±2				•••	•••	
Geometry	166 ±1				+	* 医基础	
Measurement	165 ±3				· * · j	Section 1	
Prob & Stat	190 ±3					ovefens.	
PROBLEM SOLVING	174 ±3				***		
		N = 43			G.=167	0.P.±192	
SCIENCE	155 ±2			•= ••		4.4	
Life Science	159 ±1			+	•		
Earth Science	157 ±1			+		99.At - 176.	
Physical Science	164 ±1				+		
Process Skills	161 ±3	1		•••	+	1949 C. V. A. 170 1870 C. J. A. 170 1870 C. J. A. 170	
Env/Sci/Tech/Soc	151 ±1			+		75000000 1 s 132040 21204 - 416	
	<u></u>	N = 43			.G.=168	0.P.*193	
SOCIAL STUDIES	154 ±2			***		17 Ar i	
Geog Regions	162 ±2						
Cenada Hist/Geog	134 ±0		t				
U.S. pre-1791	163 ±1				+	With a	:
U.S. 1791-1875	154 ±1			+		1998 1V 1988 1V	
U.S. 1875-1932	158 ±1			+	•		
U.S. 1932-present	160 ±1	1		·	+	977 984	
Skills	159 ±4			****	0000		
		N = 43		S	.G.=170	0.P.=195	
HEALTH	169 ±2				**		
Sfty/Prs/Mntl Hlth	1 -						
Nutrition	165 ±1	l			+		
Substance Abuse	182 ±1	1			•	<b>+</b>	
Growth, Dev & Fam	166 ±1	1			4.		
Growth, Dev a ram	1 200 21	N = 43			s.G.=170	Q.P.=195	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading, Mathematics, end Health.

However, your school's scores do not indicate quality performance in eny content erea.

<sup>+ -</sup> the school score

ees a the standard error (S.E.)

Note: Content Area secres are seeled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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		***************************************					
		Number Tested		Perce	ant At/Al	Percent At/Above National Norm(NP=50)	•
	Grade	1993	1990	1991	1992	1993	*Diff
	0	‡	72	88	8	57	
	02	47	52	54	56	36	
	03	35	58	37	53	23	
	*0	49	48	25	24	<b>4</b> 3	
	05	42	29	38	38	29	
	90		62				
	07		37				
	School Total	217	53	39	36	38	a
	Elem. 1-5 Schools	23,856	09	54	5 4	51	e '
		Mathematics					
		Number Tested		Percen Natio	Percent At/Above National Norm(NP=50)	1(NP=50)	
	Grade	1993	0661	1991	1992	1993	*D1ff
	10	=	88	47	67	8	
	03	47	9/	63	43	51	
	03	<b>34</b>	68	<b>‡</b>	9	62	
	90	94	45	28	19	<b>‡</b>	
	05	42	32	32	32	22	
	90		51				
	07		32				
(	School Total	216	63	‡	42	<b>.</b>	13
2230	Elem. 1-5 Schools	23,687	49	9	23	56	ဗု

SCHOOL: 41868 WHITE ELEMENTARY SCHOOL

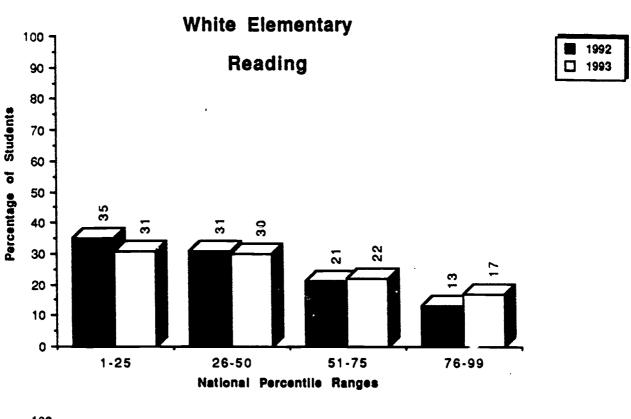
IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) \*\*\*DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS\*\*

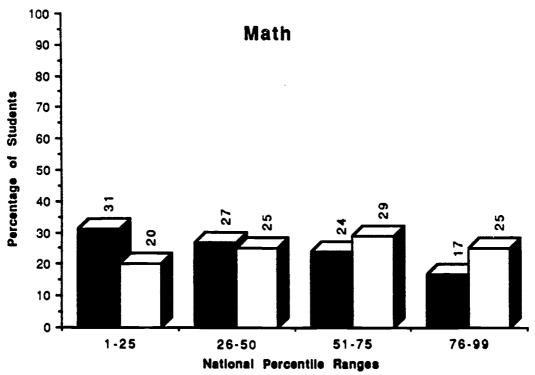
		READING		¥ <b>E</b>	MATHEMATICS	c s
		NUMBER	PERCENT		NUMBER	PERCENT
	NUMBER	AT/ABOVE	AT/ABOVE	NUMBER	AT/ABOVE	AT/ABOVE
GRADE	TESTED	NAT NORM	NAT NORM	TESTED	NAT NORM	NAT NORM
10	38	22	58	38	28	7.4
05	37	<del>1</del>	7	37	50	54
60	32	∞	25	31	2	65
<b>7</b> 0	46	21	46	46	8	43
92	32	12	<b>3</b>	32	21	09
SCHOOL TOTAL	188	78	7	187	109	28
ELEMENTARY K-5 SCHOOLS 21,280	DLS 21,280	11,200	53	21,123	12, 103	57

BEST COPY AVAILABLE



## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993



Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

			Gain	ဗု	13	•	ω			Gain	7	Ξ	7	-	81	ო
		ics	1993	33	46	34	<b>4</b> 3		HCS	1993	46	47	38	35	37	38
		Mathematics	1992	36	33	30	38		Mathematics	1992	39	36	39	34	32	32
*			z	<b>c</b>	<b>co</b>	"	13			z	476	464	556	444	670	732
Students with IIBS Results for 140 Years*																
ts for	- 1							Ę	1							
IBS Resu	School							System								
s with I			Gain	9	ო	<b>co</b>	7			Gain	6	4	-	S	4	g
Student	•	<b>9</b> 1	1993	25	30	Ŧ	38		p	1993	38	33	32	38	38	42
		Reading	1992	31	27	33	31		Reading	1992	32	32	34	33	34	36
			z	6	91	11	11			z	589	574	783	791	738	827
			Grade	02 Non SWP	03 Non SWP	04 Non SWP	G5 Non SWP			Grade	02 Non SWP	O2 SWP	03 Non SWP	O3 SWP	04 Non SWP	O4 SWP

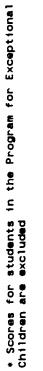
O5 Non SWP

OS SWP

<sup>\*</sup> Scores for students in the Program for Exceptional Children are excluded Key: SWP = School Wide Project School(s) NonSWP = NON-School Wide Project School(s)

Remedial Education Plan (REP) Results

			Gain	-25	٠ ق	16	9				Gain		e,	8	9
		atics	1993	21	42	38	52			atics	1993	<b>4</b> 3	34	37	9
		Mathematics	1992	46	45	54	46			Mathematics	1992	39	37	35	34
TWO Years+			z	a	8	=	<b>60</b>				z	681	707	954	866
Mean NCE Gains ITBS Results for Two Years+	School								System						
Students with ITBS Re			Gatn	-7	თ	4					Gatn		a	4	7
Studen		<b>o</b> u	1993	36	45	20	47			t ng	1993	36	35	39	42
		Reading	1992	43	36	, 9	47			Reading	1992	36	33	35	35
			z	-	က	13	ß				z	857	983	1062	1055
			Grade	05	03	9	90				Grade	03	03	8	02





8/04/93 WHITE ELEMENTARY SCHOOL

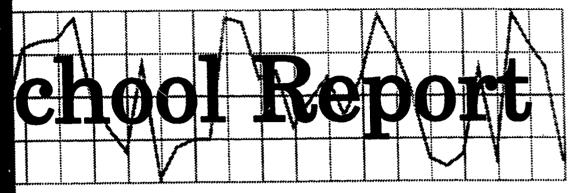
1992-93 Progression Status Report

Grades K - 5

		g.d	Promoted	Admin. Placed	peod	Ret	Retained	Total	
Grade		z	Percent	z	Percent .	z	Parcent	z	,
¥	School	20	100					20	
	System	5, 184	95			294	S	5,478	1
0	School	38	986	-	2	S	11	44	
	System	4,879	<b>6</b> 9	202	•	408	7	5,489	
03	School	20	100					50	
	System	4,527	91	257	ស	185	4	4,969	ĺ
03	School	35	85	2	S	•	က	88	
	System	4,598	92	260	S	113	2	4.971	1
*0	School	48	96	2	4			50	
	System	4.608	94	227	S	82	2	4,917	
05	School	43	86	•	7			1	
	System	4.588	96	191	4	20		4.739	ſ
	Schoo1	264	96	9	a	ø	8	3.76	
	System	System 28,384	68	1, 137	<b>T</b>	1, 102	•	30,623	4



## ATLANTA PUBLIC SCHOOLS



1992-93

## WHITEFOORD ELEMENTARY SCHOOL

Research & Evaluation

Final Copy



# WHITEFOORD ELEMENTARY SCHOOL 1992-93 FINAL SCHOOL REPORT

Carol Vivona, Research Assistant

This report highlights key demographic and achievement factors which may have influenced the school's academic progress:

Critical Questions	Findings
I. General Descriptive Characteristics	
What critical school factors may have influenced student performance?	<ul> <li>In contrast to the systemwide trend, student enrollment at Whitefoord steadily increased over a three-year period.</li> </ul>
	<ul> <li>The student mobility index of .37 was slightly below the system's mobility index (.38). Eighty-six percent of the students were enrolled at least seven attendance periods.</li> </ul>
	<ul> <li>Chapter I services were administered through the Schoolwide Project. In addition, kindergarten students were taught French through a foreign language program.</li> </ul>
	<ul> <li>A state-funded after-school program served 30 students.</li> </ul>
	<ul> <li>Sixty-three percent of the kindergarten students entered school with no pre- school experiences.</li> </ul>
	<ul> <li>All except two first grade students had attended kindergarten.</li> </ul>
6760	<ul> <li>The percentage of student attendance (94.0) was slightly below the system percentage (94.2).</li> </ul>
	• Staff attendance increased and remained above the system average.

0		
~*	Critical Questions	Findings
<u> </u>	. Performance-Based Assessment	
	A. Do any of the Corgia Kindergarten Assessment Program (GKAP) capabilities or key indicators suggest a need for attention?	• The percentages of kindergarten students receiving "yes" ratings in each of the five capability areas were equal to or greater than the corresponding system and state percentages. Within the Communicative Capability, particular attention may be needed in the area of oral communication. Within the Logical-Mathematical Capability, attention may be needed in the area of objects.
	B. What was the ending performance of kindergarten students in writing?	• Sixty-four percent of the kindergarten students were Phrase/Sentence Writers, Simple Story Writers or Intermetiate Story Writers by the end of the school year.
	C. What changes took place from pretest to the posttest on the whole language Periodic Reading Survey?	• In the area of fiction, there were increases in the percentages of students in the Upper Adequate and Excellent categories and corresponding decreases in the percentages of students scoring in the Lower Adequate and Needs Improvement categories. This trend was not evident in grade 4 in the area of nonfiction. In grade 4, there were more students with scores in the Needs Improvement and Lower Adequate categories and fewer students with scores in the Excellent category at the end of the year.
Ë	I. Georgia Curriculum-Based Assessment Program - (1992 and 1993 Data) Grades 3 and 5	
	In which content areas and strands did students achieve the state goal and/or quality performance in both 1992 and 1993?  A. Grade 3	• Taking into account the standard error, scores of third grade students met or exceeded the state goal in both 1992 and 1993 in the area of Mathematics. Strands for which the state goal was met or exceeded both years included Literal Comprehension and Reference and Study (Language Arts) and all strands in the area of Mathematics. In 1992 only, students met the state goal in the Skills strand in the area of Social Studies. In 1993, additional strands for which the state goal was met or exceeded included Life Science (Science) and Citizenship (Social Studies). Quality performance was not indicated in any content areas or strands in either 1992 or 1993.
	2244	22.45

of for seven or more	•	Students who attended school at least seven attendance periods had slightly higher scores in both reading and mathematics in comparison with the entire
		student body tested.
		2547

## Critical Ouestions

Findings

## III. Georgia Curriculum-Based Assessment Program -(1992 and 1993 Data) Grades 3 and 5

the state goal and/or quality performance in both 1992 and In which content areas and strands did students achieve 1993? (continued)

B. Grade 5

In the fifth grade, taking into acount in both the standard error, students' scores the state goal was met in 1993 only included Operations and Computations and strand (Language Arts) and the Probability and Statistics strand (Mathematics) met or exceeded the state goal in both 1992 and 1993 in the area of Language Arts and in 1993 only, in the area of Health. Strands for which the state goal was met or exceeded both years included all strands in Language Arts; Numbers and Number Relations, Problem Solving, and Probability and Statistics (Mathematics); and Substance Abuse (Health). Additional strands for which (Health). Quality performance was indicated in the Literal Comprehension Measurement (Mathematics) and Safety/Personal Health/Meltal Health

## V. Jowa Tests of Basic Skills (ITBS)

Were there changes in reading/mathematics achievement with respect to the following:

A. Regular-program students?

 B. Students who attended the school fc attendance periods?

students scoring at or above the national norm remained at 57 percent. Over 50 There was an 8-point increase in the schoolwide percentage of students scoring percent of the students had scores at or above the national norm in grades 1, 2, at or above the national norm in reading. In mathematics, the percentage of 3 and 5 in reading and in grades 1, 2 and 5 in mathematics.



3			
	Critical Question	Findings	
<u>&gt;</u>	IV. Jowa Tests of Basic Skills (ITBS)		
	Were there changes in reading/mathematics achievement with respect to the following: (continued)		
	C. The percentage of students scoring within each quadrant?	<ul> <li>In both reading and mathematics, there were increases in the percentages of students scoring in the highest quadrant (76th - 99th percentile range).</li> </ul>	entages of nge).
>_	Project Results		
	How did the mean Normal Curve Equivalent (NCE) gains in the school compare to those of the system for students identified on the project scan sheet?		
	A. Chapter I - Schoolwide Project	<ul> <li>At all grades, NCE gains made by Chapter I - eligible students at Whitefoord in reading were greater than those made by similar Schoolwide Project students systemwide. In mathematics, gains made by Whitefoord's students were less than those made by similar students systemwide.</li> </ul>	Whitefoord in ect students ts were less
	B. Remedial Education Program (REP)	<ul> <li>NCE gains were made by Whitefoord's REP students in grades 3, 4 and 5 in reading and in grade 5 in mathematics.</li> </ul>	4 and 5 in
<u> </u>	VI. Progression Status		
	How did the school's progression status compare to that of the system?	<ul> <li>Ninety-three percent of the students were promoted to the next grade. This percentage was equal to that of the system. The largest percentage of retained students was in grade 1. The largest percentages of administratively placed students were in grades 2 and 3.</li> </ul>	ade. This e of retained ely placed
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## 1992-93 ELEMENTARY SCHOOL DATA DESCRIPTION SHEET

## General Descriptive Characteristics

The data in the report provide an overview of enrollment and staff/school factors.

## Performance-Based Assessment

Performance-based assessment is a multidimensional approach that uses a variety of classroom tasks and products to measure student achievement. The performance-based data sheets included in this report provide achievement results for the Georgia Kindergarten Assessment Program (based on behavior and structured observations), the Stages of Writing Development (based on students' writing samples at the end of kindergarten), and the Houghton Mifflin Periodic Reading Survey (based on students' comprehension of fiction and nonfiction reading passages). Detailed explanations appear with the performance-based measures reported.

## Georgia Curriculum-Based Assessment (CBA)

The CBA is required for all public school students in Georgia at grades 3, 5, and 8. Matrix sampling is used in the administration of tests in language arts, mathematics, science, and social studies. In addition, a test in health is administered at grades 5 and 8.

Test results are reported in terms of scaled scores. For each subject area and each grade level tested, scaled theres representing (1) the state goal performance level and (2) the quality performance level are specified. Scores for each school are then compared with the specified performance levels.

## Norm-Referenced Test Data

Norm-referenced test data reflect the performance of students enrolled at the school and having available test scores at the end of the school year. The following terms are used to report performance:

National Norm - a score which corresponds to the 50th percentile in the national norming sample

National Percentile (NP) - a score with a range of 1 to 99 with 50 as the national norm

Normal Curve Equivalent (NCE) - an equal interval scale that extends from 1 to 99 and has a mean of 50

Quartile Range - a distribution of percentile scores into four quadrants, such that a typical school by national standards would have about 25 percent of its students in each quadrant.



## Elementary School (continued)

## Iowa Tests of Basic Skills (ITBS)

The reading and mathematics subtests of the ITBS are administered to grades 1 through 5. The tests are state required for grades 3 and 5 and locally required for the remaining grade levels.

Results are reported for 1990 through 1993 for regular-program students tested. Results for 1993 are also reported for students who attended the school for seven or more of the nine attendance periods and are still on the school's roll at the end of the school year.

Graphic quartile representations of the school's norm-referenced test performance for 1992 and 1993 in reading and mathematics are included.

## **Project Results**

Project test data reflect the reading and mathematics performance of students who participated in the Chapter I Program and/or the Remedial Education Program (REP). Schools qualifying for Chapter I funding used either the traditional or schoolwide project model to provide services. Only project students having available ITBS scores for two years (i.e., both 1992 and 1993) are included in the analysis.

## Progression Status Report

The progression policy for grades K through 5 determines promotion or nonpromotion. In language arts, performance-based criteria identify the minimum literacy expectations for students in reading comprehension, written composition and independent reading. In mathematics, the mastery of specified minimum skills is required for promotion.

LHW:ap R&E 7/30/93



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08/06/93 WHITEFOORD ELEMENTARY SCHOOL

## GENERAL DESCRIPTIVE CHARACTERISTICS

A. GRADES (K-5)

B. ACTIVE ENROLLMENT (END OF YEAR)

					DIFFERENCE		
	1990-91	1991-92	1992-93	2 YEARS	PERCENT	3 YEARS	PERCENT
SCH001.	503	528	5 S S S	27	5.1	52	10.3
ALL ELEMENTARY	34,420	33,791	31.480	-2,311	-6.8	-2.940	-5.3
STAFF/SCHOOL FACTORS (END OF	OF YEAR)				SCHOOL.	ALL ELE	ALL ELEMENTARY
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				NUMBER	PERCENT	NUMBER	PERCENT
1. PUPILS ON ACTIVE ROLL: SEVEN OR MORE ATTENDANCE PERIODS LESS THAN SEVEN ATTENDANCE PERIODS	: ENDANCE PERIODS ITTENDANCE PERIOD	Ş		480 75		27498 3982	13
2. PUPIL TRANSFERS: NUMBER/PERCENT OF PUPILS NUMBER/PERCENT OF PUPILS MOBILITY INDEX	NEW TO	SCHOOL. APS		144 000 7.00	<b>26</b> 11	9541 3873 .38	30
3. PUPIL-TEACHER RATIO				23.1		22.2	
4. OUT-OF-SCHOOL SUSPENSIONS	SIONS			0	0	111	0
5. PUPILS IN PROJECTS:							
CHAPTER I READING	49			555	<u>8</u>	15734	50
CHAPTER I MATH				522	8	14903	47
REP READING				112	20	4384	7
REP MATH				9	18	3768	12
FOREIGN LANGUAGE IN	IN ELEM. SCHOOLS	s		96	11	1539	G
AFTER-SCHOOL PGM. FOR SCHOOL-AGE CHILOREN	. FOR SCHOOL - AGE	CHILOREN		30	ស	2028	9

ပ

## GENERAL DESCRIPTIVE CHARACTERISTICS (CONTINUED)

ပ	C. STAFF/SCHOOL FACTORS (END OF YEAR)		SCHOOL	ALL EL	ALL ELEMENTARY
		NUMBER	PERCENT	NUMBER	PERCENT
	PUPILS IN KINDERGARTEN AND FIRST GRADE:	1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 : 1 :	; ; ; ; ;	3 6 6 9	\$ { { } }
	K-GARTEN - APS PRE-SCHOOL	•	•	291	ß
	K-GARTEN - HEAD START	-	-	389	7
	K-GARTEN - COMMUNITY PRE-SCHOOL	31	32	2257	42
	K-GARTEN - NO PRE-SCHOOL TO 6 MONTHS	9	63	2391	<b>4</b> 5
	FIRST GRADE - APS K-GARTEN	78	88	4862	06
	FIRST GRADE - NON-APS K-GARTEN	•	ō	481	œ
	FIRST GRADE - NO K-GARTEN	a	a	09	-
	6. PERCENT PUPIL ATTENDANCE:				
	19:00- 19:00- 19:00-		7 -		4 - 4 4
	1992-93		0.48		94.2
	7. PERCENT CERTIFIED STAFF ATTENDANCE:				
	18-06-81		98.5		97.2
	1991-92		97.8		4.76
	1992-93		<b>8</b> . <b>9</b>		4.78

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# Georgia Kindergarten Assessment Program

Overall	Overall Capability	ty.		
Capabilities	Percer "	Percentage Receiving "Yes" Rating	oiving g	Ca
•	School	System	State	
				I. Comm
I. Communicative	97	93	92	A. Pro
	90	60	60	B. Pro
II. Logical-Mathematical	Q.S.	90	30	C. C.
III. Physical	98	97	96	D. Del
	0.4	04	60	II. Logica
iv. rersonai	5	5	3	A. Sor
V. Social	95	94	93	B. Ma
				C. Kn
Total Number Reported	102	5,325	95,915	D. Ex

	Structured Assessment Activities*	ent Activi	ties*	
l	Capabilities and	Percen "Y	Percentage Receiving "Yes" Rating	eiving 1g
	Ney indicators	School System	System	State
	Communicative			
	A. Processes Visual Information	26	93	<b>76</b>
	B. Processes Auditory Information	95	92	<b>76</b>
1	C. Communicates Orally	88	91	36
	D. Demonstrates Emergent Literacy	94	90	89
=	Logical-Mathematical			
	A. Sorts Sets of Objects	88	06	91
	B. Makes Comparisons	93	91	91
	C. Knows Numbers 1 to 10	97	93	93
	D. Extends Patterns	97	92	93

\*Only two capabilities, Communicative and Logical - Mathematical, are assessed by structured activities.

2257

Department of Research and Evaluation #383:104



## GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. GKAP results should be considered only on a capability-by-capability basis. There is no "total score." GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the standardized, individually administered structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability. A "Yes" Overall Capability Judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade.

GKAP Capabilities, Key Indicators and Examples of Relevant Student Behaviors

### **COMMUNICATIVE CAPABILITY**

- A. Processes Visual Information

  - recognizes letters of the alphabet recognizes words in familiar contexts
  - recognizes similarities/differences in colors, shapes, letters\*, and words
    interprets pictures
- **B.** Process Auditory Information
  - recalls auditory sequences of letters, words\*, numbers\*, and rhythmic patterns
     discriminates similarities/differences in
  - words\*

  - follows one- and two-part oral directions repeats words and phrases presented orally
- C. Communicates Orally
  - uses languages for social interaction retells stories\*

  - relates experiences uses descriptive language expands speaking vocabulary
- D. Demonstrates Emergent Literacy
- - attends to print
    identifies the main idea of a picture
    - sequences pictures to tell a story makes predictions

    - distinguishes between letter\*, word\*, and sentence
    - dictates stories to be written by the teacher
    - demonstrates understanding of the relationship between spoken and written language

    - prints name and simple, self-selected words attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences
    - demonstrates understanding of left-to-right and top-to-bottom progression in reading and

### II. LOGICAL-MATHEMATICAL CAPABILITY

- A. Sorts Sets of Objects

  sorts objects by size\*, shape\*, color\* and/or texture
  - sorts objects by other characteristics (such as sorts foods by food groups)
- **B.** Makes Comparisons
  - demonstrates understanding of the concepts of same, fewer, less, more, most, and least\*
     demonstrates understanding of the concepts of
  - longer, longest, shorter, shortest, same length
  - 4 uses graphs to make comparisons
  - demonstrates understanding of the concepts of smaller, larger and same

- C. Knows Numbers 1 to 10
  - counts up to at least 10 elements in a set\*
  - recognizes numerals from 0 to 10\*
  - matches numerals to sets of 10 or less
- D. Extends Patterns
  - continues simple patterns by color\*, shape\*, size\*, or other characteristics
  - creates and extends own patterns

## III. PHYSICAL CAPABILITY

- A. Demonstrates Fine Motor Coordination copies simple shapes, designs, numerals, and letters
  - writes numerals, letters, and words without
  - use scissors to cut appropriately
  - manipulates simple objects
- B. Understands Spatial Concepts
  - demonstrates understanding of the concepts of near, far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom
- C. Performs Basic Locomotor Skills
  - running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling
- D. Performs Basic Manipulative Skills grasping, releasing, throwing, catching, kicking, and striking

### IV. PERSONAL CAPABILITY

- A. Demonstrates a Positive Self-Concept attempts to respond to questions even when unsure regarding the answers
   attempts new activities without undue

  - anxiety or fear
    plays well with other children
- B. Initiates Independent Activities
  - chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
  - makes independent choices during open-ended activities
- C. Acts Responsibly follows classroom rules
  - treats others and their belongings with respect

## V. SOCIAL CAPABILITY

- A. Participation in Group Activities
  - participates in group activities as a leader and/or follower
  - s participates in cooperative activities
- B. Carries Out Assigned Tasks carries out tasks to completion that are assigned by the teacher
- \*Skills Assessed with Structured Assessment Activities.



•	9	TOTAL NUMBER		
6.0	9	INTERMEDIATE STORY WRITER	<b>∞</b>	STAGE 8:
25.0	25	SIMPLE STORY WRITER	7:	STAGE 7:
33.0	33	PHRASE/SENTENCE WRITER	 9	STAGE 6:
0.4	7	NEW WORD WRITER	<u>ن</u>	STAGE
16.0	91	COPIER	<del>"</del>	STAGE 4:
5.0	រភ	INVENTED WORD WRITER		STAGE 3:
1.0	-	SCRIBBLE WRITER	.: ::	STAGE 2:
PERCENT	NUMBER		•	
42875	1993	END OF KINDERGARTEN WHITEFOORD ELEMENTARY SCHOOL	ij	•
0 L S	S C H D D L.	ILANIA PUBLIC SCH STAGE OF WRITING DEVELOPMENT*	⋖	
	:	٩	•	

100.0

**₹** 

## Stages of Writing Development

Student writing samples can provide diagnostic information about how a child processes language, allowing the teacher to make judgments about the child's written language fluency, imaginative thinking and knowledge of letter-sound relationships. Kindergarten teachers are expected to include dated writing samples in each child's whole language portfolio which have been rated using the APS Stages of Writing Development Scoring Guide. ERIC ERIC

predetermined time period; however, the majority of kindergarten students systemwide are either phrase sentence writers or simple story writers by the end of the kindergarten year. Since writing is a developmental process, there is not an expectation that children must be at a certain stage within a

## Description of Writing Stages

Pictographic Writer Stage 1

Child writing is drawing; does not use alphabet letters.

Scribble Writer

Child Attempts to write letter symbols using circles, shapes and squiggle lines; has begun to make connection that written symbols can convey a message.

Invented Word Writer Stage 3

Child begins to include familiar letters and numerals along with drawings; has made connection that written symbols convey thoughts. Child's name may be written among the letters.

Stage 4

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

**New Word Writer** Stage 5

Child uses consonants and some vowels to create new words, can read these words and verbally tell his story.

Phrase/Sentence Writer Stage 6

Child applies meaning to sentences and has concept of "sentence sense." May use invented spellings, unrelated phrases, pictures with captions, etc.

Simple Story Writer Stage 7

Child's story consists of short related sentences.

Intermediate Story Writer Stage 8

Child's story has a beginning, middle and end; begins to use conventional spellings, syntax and punctuation.

Advanced Story Writer Stage 9

Child's story includes a more sophisticated story line with a discernible beginning, middle and end. Child begins to edit and make changes.

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WHOLE LANGUAGE PERIODIC READING SURVEY RESULTS PERFORMANCE CATEGORY DISTRIBUTION MATCHED RESULTS FOR FICTION

WHITEFOORD ELEMENTARY SCHOOL

SCHOOL:

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	TOTAL		72	72		83	83		99	92	}	79	79		000	000	7	
,	SENE	>4	35	7	-25	33	<b>=</b>	- 19	46	36	-1	24	80	- 16	33	, ,	- <del>-</del>	•
i	NEEDS IMPROVEMENT	z	23	ß	- 18	27	12	- 15	26	50	9-	19	g	-13	46	2 4	, , ,	
		×	8	9	-12	23	9	- 17	21	27	9	59	19	- 10	23	-	2 5	
	LOWER		13	<b>→</b>	6	6	ស	- 14	12	5	ო	23	15	8	67	, o	-28	)
\TE		×	=	59	<del>2</del>	13	∞	r. rv	16	18	8	33	16	-17	9	φ. <del>σ</del>	? 7	
ADEQUATE	MIDDLE	z	œ	21	13	Ξ	7	7	თ	5	-	56	<del>.</del>	- 13	24	, ir	. (C)	
	α.		25	42	17	8	7	24	16	46	0	Ξ	34	23	8	, C	17	
,	UPPER		<del>2</del>	30	7	15	32	50	6	o	0	6	27	18	r.	5	20 30	,
	ENT	<b>3</b> ¢	<b>*</b>	17	ო	13	53	<del>1</del> 6	0	4	4	ო	23	8	œ	φ	: =	
	EXCELLENT	z	<b>Q</b>	12	8	=	<b>54</b>	13	0	a	a	8	<del>2</del>	<del>1</del> 6	23	9		
			~	~	8	ო	ო	ო	4	4	4	ß	S)	വ				
			LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL				
					DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	DIFFERENCE				

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## Periodic Reading Surveys

Periodic Reading Surveys evaluate students' general ability as independent readers. The surveys are holistic, global measures of how well students construct meaning from texts that are developmentally appropriate in content, interest, and level of

Each Periodic Reading Survey contains a full-length reading selection followed by a series of questions testing students' understanding of the selection. Half of the questions are in a written-response format, and the other half are multiple-choice questions. The multiple-choice questions require students to select one, two, or three correct responses out of the four choices given. Teachers are responsible for scoring the written-response section of the test and focus on the content rather than the mechanics, spelling, or handwriting. The annotations in the Teacher's Evaluation Booklet list one or more typical full-credit, or 4-point, responses for each question and sometimes one or more possible part-credit responses. The teacher must judge how many points a student's answer is worth. Students in grade one take a posttest only. Students in grades two and three take one pretest and one posttest. In grades four through eight, students take two pretests and posttests (one fiction and one nonfiction each time).

The goals for the schools on the Periodic Reading Survey is to reduce the percentages of students in the Needs Improvement and Lower Adequate categories and to increase the percentages of students in the Middle and Upper Adequate categories and in the Excellent category. For each grade level, the data indicate the number and percentage of students in each category for the pretest (September), the positiest (May), and the difference from pretest to positiest.

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SCHOOL:

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PAGE

	NEEDS IMPROVEMENT TOTAL	16	22 -	8 14	27 35	24 14 18 78	-13 -17	38 41 30 135	36 27
	LOWER	<b>Z</b> <del>*</del>	- 6	ત	34	19	- 15	51	38
ATE	LE	* .	4	-12	17	36	6	21	27
ADEQUATE	MIDDLE	Z ÷	<u>.</u> «	-1	13	<b>58</b>	<del></del>	<b>58</b>	36
	ER	* [	=	4	, so	21	9	9	4
. '	UPPER	z	rω	8	*	16	2	œ	22
	ENT	<b>≯</b> ÷	<u>.</u> 4	8	0	-	-	រប	7
	EXCELLENT	z <sup>r</sup>	- 0	ស	0	-	-	7	m
		4	+ ◀	4	2	ស	ស		
		EVE	LEVEL	LEVEL	LEVEL	LEVEL	LEVEL		
		DDETECT	POSTTEST	DIFFERENCE	PRETEST	POSTTEST	OIFFERENCE		

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+ AT LEVEL 3, THE PRETEST IS NONFICTION AND THE POSTTEST IS FICTION.  $2267\,$ 

-15-

## **School Content Area Summary**

**GRADE 3** 

System Name: ATLANTA CITY

System Code: 761

School Name: WHITEFOORD ELEM

School Code: 3569

Date Printed: 24NOV92

REVISED (Social Studies ONLY)

Content Area/	Score/	Light sha	ded area = S	tate Goal, dari	shaded are	a = Quality Peri	ormance
Strand	S.E.	100	125	150	175	200	. 225
LANG ARTS: READING	158 ±2			**			
Literal Comp	165 ±2			•	***		
Infer & Crit Comp	155 ±2	1		**	•		
Reference & Study	168 ±1	ļ		•	40		
		N = 90		s.	9.2165	8.P.#156	_
MATHEMATICS	169 ±2	1			**		
Numbers & Num Rel	172 ±2				**************************************		
Operations & Comp	172 ±2	1			**		
Geometry	174 ±1				ufe.		
Measurement	173 ±2				*****		
Prob & Stat	186 ±1				•	+	
PROBLEM SOLVING	166 ±2			•	***	•	
		M = 90			6.8167	A.P.#192	
SCIENCE	144 ±2	1		**		1.44	
Life Science	160 ±2			· ••	••	11.2	•
Earth Science	151 ±1			+ `			
Physical Science	141 ±1			<b>+</b>			
Process Skills	155 ±1	1		•			
Env/Sci/Tech/Soc	141 ±3			***			
		N = 90		<u>s</u> .	G. 3167	6.P.#152	
SOCIAL STUDIES	152 ±2			**			
Communities	155 ±2			•••			
Citizenship	162 ±3			••			
American Heritage	154 ±2			••	•		
Skills	165 ±2			•	•••		
<u> </u>		N = 98			9. 167	0.P.#142	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the aree of Mathematics.

However, your school's scores do not indicate quality performance in any content area.

2269

† = the school score

## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: WHITEFOORD ELEM

School Code: 3569

**GRADE 3** 

Date Printed: 18AUG93

Content Area/	Score/	Light shac	ted area = St	ste Goal Dark	t shaded are	a = Quality Perform	ance
Strand	S.E.	100	125	150	175	200	225
LANG ARTS:READING	160 ±2			***		segetastis i	
Literal Comp	170 ±2	-		1	***		٠.
Infer & Crit Comp	157 ±3			***	•		
Reference & Study	168 ±1	1		(	•		
	1	N = 97			G.=165	Q.P.+196	
MATHEMATICS	167 ±2				***		
Numbers & Num Rel	171 ±2				, <del> </del>		
Operations & Comp	175 ±2	1			******	$\mathbb{Q}_{0}$ . $\mathbb{Q}_{0}$	
Geometry	171 ±1				+•		
Measurement	174 ±1	1			1° <del>=[•</del>	i kali sajan sins	
Prob & Stat	186 ±1	}			í		
PROBLEM SOLVING	168 ±2	1	•		**		
	<u> </u>	N = 96		s.	G.=167	9.7.2192	
SCIENCE *	148 ±1			+		912 H 124 H	
Life Science	167 ±1			1	+		•
Earth Science	159 ±1	1		+	•		
Physical Science	143 ±1			+			
Process Skills	154 ±1			•		u Haziri i Mali Karaji i Mari	
Env/Sci/Tech/Soc	146 ±2			**			
·		N = 97		•	.0.=167	9.P.±192	
SOCIAL STUDIES	154 22			**		***	
Communities	156 ±1			' <del>- -</del>		$\omega_1 \sim \omega_2$	
Citizenship	164 ±3			•	***		
American Heritage	158 ±1			+	*		
Skills	164 ±2			•	••••		
	<u></u>	N = 96		s.	.c.=167	0.P.×152	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Mathematics.

However, your school's scores do not indicate quality performance in any contant area.

\*-- The 1993 Science scaled score reflects an increased weighting on Process Skills

Note: Content Area secres are seeled separately and are not simple everages of strand secres.



<sup>† -</sup> the school score

<sup>\*\*\* \*</sup> the standard error (S.E.)

## School Content Area Summary

System Name: ATLANTA CITY

System Code: 761

School Name: WHITEFOORD ELEM

School Code: 3569

**GRADE 5** 

Date Printed: 11NOV92

Content Area/ Strand	Score/ S.E.	Light shaded area = State Goal, d	ark shaded a	ea = Quality Perform	nance
Strang		100 125 150	175	200	225
LANG ARTS:READING	165 ±3		***		
Literel Comp	179 ±5		******	****	
Infer & Crit Comp	162 ±4		*********		
Reference & Study	170 ±2		•		
<u></u>		N = 66	3.8.#162	8.P.#187	
MATHEMATICS	159 ±2		••••		
Numbers & Num Rel	165 ±2		***		
Operations & Comp	161 ±2		**		
Geometry	163 ±1		•		
Measurement	156 ±3	· ••••	•••	Gradien Gradien	
Prob & Stat	185 ±3	· ·		***	
PROBLEM SOLVING	164 ±3	}	***		
	<u> </u>	N = 66	3.8. +167	A.P.#152	
SCIENCE	151 ±2	***			
Life Science	157 ±1		<del> •</del>		
Earth Science	157 ±1	•	<del> •</del>		
Physical Science	159 ±1		· <b>+</b>		
Process Skills	154 ±2	•••	•		
Env/Sci/Tech/Soc	147 ±1	+		**************************************	
		N = 68	2.2.1168	A.P. #155	
SOCIAL STUDIES	146 ±2				
Geog Regions	150 ±2	•••			
Canada Hist/Geog	No report	Strand contains fewer than ten items.			
U.S. pre-1791	160 ±1		+		
U.S. 1791-1875	152 ±0	†			
U.S. 1875-1932	158 ±1		+		
U.S. 1932-present	160 ±1		+		
Skill <b>s</b>	141 ±3	•••			
	<del>                                     </del>	N = 60	S.G.=176	A.P.+14E	
HEALTH	165 ±2	1	** **		
Safety	He report	Strand centains fower than ten items.	•		
Nutrition	166 ±1		+		
Personal Health	He report	Strand centains fever than ten items.	-		
Substance Abuse	177 ±2		unțu:	•	
Growth, Dev & Fam	164 ±1		+		
Mental Health	No report	Strand contains fewer than ten items.	•		
		N = 48	5.8.=176	e.F.=19B	

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the area of Languege Arts: Reading.

However, your school's scores do not indicate quality performance in any content area.

2271

† \* the school score \*\*\* \* the standard error (S.E.)



## **School Content Area Summary**

System Name: ATLANTA CITY

System Code: 761

School Name: WHITEFOORD ELEM

School Code: 3569

**GRADE 5** 

Date Printed: 18AUG93

Content Area/	Score/	Light sha	nded area = S	tate Goal	Dark shaded are	= Quality Perform	ance
Strand	\$.E.	100	125	150	175	200	225
LANG ARTS: READING	174 ±3				***		
Literal Comp	194 ±4				•	*****	
Infer & Crit Comp	164 ±5				*****		
Reference & Study	178 ±2				***		
		N = 87			S.G.=162	0.F.=187	:
MATHEMATICS	164 ±2				•••••		
Numbers & Num Rel	169 ±1	•			, <del>4</del>		
Operations & Comp	165 ±2				s <del>ojas</del>		
Geometry	167 ±1				, ++-		
Measurement	162 ±3				***		٠.
Prob & Stat	190 ±2				'	vojes (	٠٠
PROBLEM SOLVING	172 ±2				***		
		N = 87			S.G.=167	Q.P.*192	
SCIENCE	155 ±1	1			+	75. X	
Life Science	156 ±1		•		+		
Earth Science	157 ±1				· +	Alamania Alamania	
Physical Science	164 ±0				, ,		***
Process Skills	165 ±2				, sofos		
Env/Sci/Tech/Soc	151 ±1			+	1		*
		N = 87		<u> </u>	5.6.=168	0.P.×193	÷
SOCIAL STUDIES	152 ±1	}		•			
Geog Regions	161 ±1			·	+		4
Canada Hist/Geog	135 ±0		1		•		4.5
U.S. pre-1791	162 ±0	1	•		+		
U.S. 1791-1875	152 ±1			•	•		X.,
U.S. 1875-1932	157 ±1	1		•	+		
U.S. 1932-present	159 ±1				+		
Skills	157 ±2				***		·
	<del> </del>	N = 87			S.G.=170	0.P.=195	
HEALTH	170 ±1				+		
Sfty/Prs/Mnt1 H1th	178 ±1	1			+	498 (1119 m.s	
Nutrition	165 ±1				+	Mariana Mariana Mariana	
Substance Abuse	182 ±1	1			· •		٠,
Growth, Dev & Fam -	166 ±0				†		
	<u>1                                    </u>	N = 87			S.G.=170	Q.F.=195	•

Taking into account the standard error (S.E.):

Your school's scores meet or exceed state goal in the areas of Language Arts: Reading and Health.

However, your school's scores do not indicate quality performance in any content area.

<sup>† =</sup> the school score

<sup>\*\*\* =</sup> the standard error (S.E.)

lete: Content Area secres are scaled separately and are not simple averages of strand secres.

Iowa Tests Of Basic Skills (Regular Program Students Tested)

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	Number		Perce	Percent At/Above	) 000	
	Tested		Nat	lonal Nor	National Norm(NP=50)	_
ade	1993	1990	1991	1992	1993	*D1ff
01	68	86	06	79	99	
22	86	7.1	62	‡	72	
03	100	42	54	64	28	
***	76	33	61	54	46	
90	87	51	45	65	86	
School Total	438	57	63	58	99	80
Elem. 1-5 Schools	23,856	09	54	54	5.	ღ -
	Mathematics					
	Number Tested		Percen Natio	Percent At/Above National Norm(NP=50)	ve (NP=50)	
rade	1993	1990	1991	1992	1993	*01ff
-	-					
01	06	92	88	80	86	
02	88	91	77	62	74	
03	60	<b>4</b> 3	<b>4</b> 3	46	36	
₹0	76	7	38	48	36	
05	87	37	0	42	52	

• Olfference = 1993 - 1992



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438 23,687

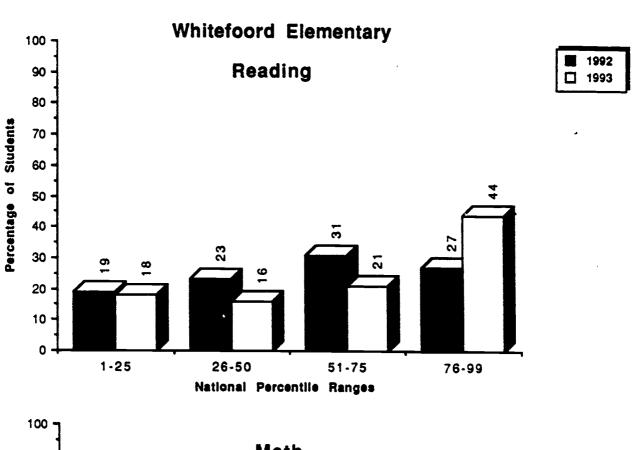
Elem. 1-5 Schools School Total

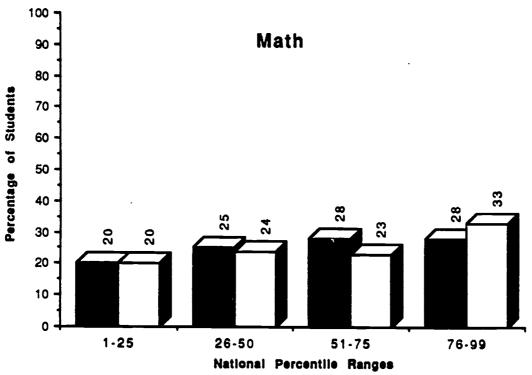
SCHOOL: 42875 WHITEFOORD ELEMENTARY SCHOOL

CKTLLS AND ON TESTS OF ACHIEVEMENT AND PROFICIENCY

(ONFA	IOWA TESTS OF PUPILS WHO ATTI **DOES I	IOWA TESTS OF BASIC SKILLS AND/OR TESTS OF ACHIEVEMENT AND PROFICIENCY (ONLY PUPILS WHO ATTENDED THE SCHOOL FOR SEVEN OR MORE ATTENDANCE PERIODS IN 1992-93) **DOES NOT INCLUDE SPECIAL EDUCATION OR BILINGUAL STUDENTS**	AND/OR TESTS OL FOR SEVEN O CIAL EDUCATIO	OF ACHIEVEME R MORE ATTEN N OR BILINGU	NI AND PRUFICI DANCE PERIODS AL STUDENTS**	IN 1992-93)
		READING		<b>X</b>	MATHEMATICS	S S
GRADE	NUMBER	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM	NUMBER TESTED	NUMBER AT/ABOVE NAT NORM	PERCENT AT/ABOVE NAT NORM
č	7.4	52	02	75	99	88
	76	600	9/	16	58	16
00	- 6	26	62	16	35	38
88	202	3.5	7	70	25	36
90	0 80	7.	83	08	47	53
SCHOOL TOTAL	391	271	69	392	231	29
ELEMENTARY K-5 SCHOOLS 21,280	00LS 21,280	11,200	53	21,123	12, 103	57

## Percentage of Students Scoring within Each Quadrant lowa Tests of Basic Skills and/or Tests of Achievement and Proficiency





Department of Research and Evaluation Deborah Dickson/September 1993







Chapter I Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

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School

Mathematics	t	۱ ک ۱	36 33 33	32 36 35	38 35 42	System		1992 1993	476 39 46 7	36 47	39	34 35	35	732 35 38	
	Gatn	12	ō	5	31	Ś	1	Gain	၉	•		ഗ	•	9	g
	1993	35 47	<b>4</b> 3	8	67		ğ	1993	38	33	35	38	38	36 42	34 40
ō.	1						=	1							
Reading	1992	35	33	36	36		Reading	1992	35	35	34	33	34	36	34
Reading	-	21 35			33 36		Resd.	N 1992	•	574 35	783 34	791 33	738 34	827 36	764 34

<sup>+</sup> Scores for students in the Program for Exceptional Children are excluded
Key: SWP \* School Wide Project School(s)
NonSWP \* NON-School Wide Project School(s)

WHITEFOORD ELEMENTARY SCHOOL ERIC

Remedial Education Plan (REP) Results
Mean NCE Gains
Students with ITBS Results for Two Years\*

School

	Gain		9-	-2	9	o				Gatn	4	e-	8	9
itics	1993		<b>4</b> 3	31	34	<b>4</b> 3			atics	1993	43	34	37	40
Mathema	1992 1993		49	33	0	34			Mathem	1992	39 43	37	32	34
	z	1	16	32	18	22				z	681	707	954	866
								\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$						
	Ga in		6-	9	=	<b>78</b>				Gain		8	•	7
ōu	1992 1993 Gain		42	38	48	49			ing pu	1993	36 36	32	39	42
Readi	1992		51	32	37	36			Read	1992	36	33	32	35
	z		24	33	6	20				z	857	983	1062	1055
	Grade		05	03	9	90				Grade	05	03	8	90

Scores for students in the Program for Exceptional Children are excluded

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8/04/93 WHITEFOORD ELEMENTARY SCHOOL

ERIC Full text Provided by ERIC

1992-93 Progression Status Report

Grades K - 5

Promoted Admin. Placed	Percent N Percent	866	95	96 5	9 89 202	1 92 7 8	7 91 257 5	2 88 12 12	8 92 260 5	5 4 4 5	8 94 227 5	17 100	18 96 191	16 93 28
Prom	Grade	K School 101	System 5,184	01 School 80	System 4,879	02 School 81	System 4,527	03 School 92	System 4,598	04 School 75	System 4,608	05 School 87	System 4,588	School 516